

WAKE FOREST UNIVERSITY

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NEW SERIES

APRIL, 1912

VOL. VII, No. 1

BULLETIN
OF
WAKE FOREST COLLEGE

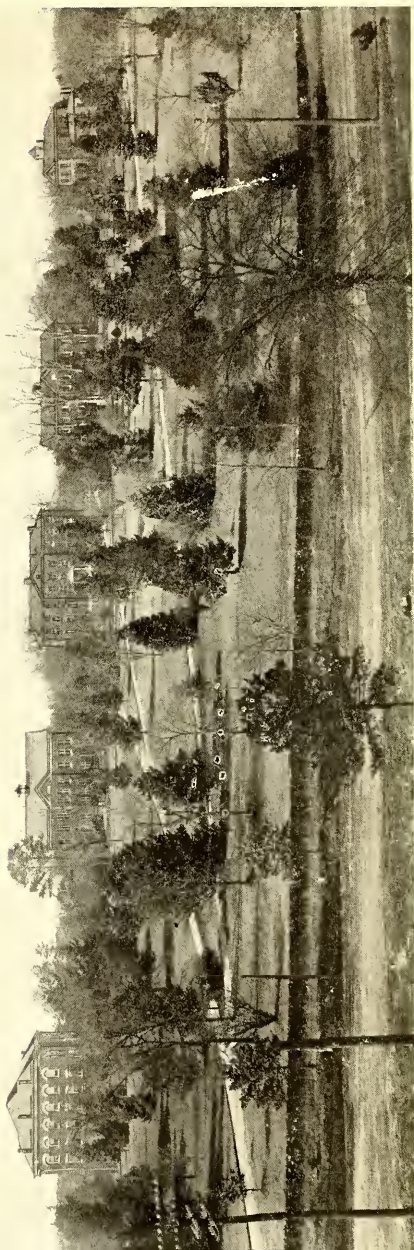


CATALOGUE
SEVENTY-SEVENTH SESSION
1911-1912

Published quarterly by the Trustees of Wake Forest College

Entered at Wake Forest, N. C., as second-class matter, under
Act of Congress of July 16, 1894

THE CAMPUS.



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CALENDAR

1912

JANUARY							APRIL							JULY							OCTOBER						
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1913

JANUARY							APRIL							JULY							OCTOBER						
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College Calendar

For Session 1912-13

September 3—Beginning of the Session.

September 14—Applications for degrees submitted.

October 1—Last day for settlement of College fees for Fall Term.

October 4—Subjects of Senior and Junior Theses submitted.

October 11—Senior Speaking and Reception by the Senior Class.

October 26—Removal of entrance conditions.

November 28—Thanksgiving Day.

December 16-20—Term Tests.

December 20-30—Christmas Holidays.

December 31—Beginning of Spring Term.

February 1—Last day for settlement of College fees for Spring Term.

February 14—Anniversary Celebration of Literary Societies.

March 7—Senior Speaking.

March 15—Examination for removal of conditions by applicants for degrees.

March 22—Removal of entrance conditions.

April 5—Last examination for removal of conditions by applicants for degrees.

Easter Monday—Holiday.

May 1—Senior and Junior Theses submitted.

May 12-21—Spring Term Examinations.

May 21—Wednesday, 3 p. m., Annual Meeting of the Board of Trustees. 8:30 p. m., Baccalaureate Sermon.

May 22—Thursday, 11 a. m., Annual Literary Address. 8:30 p. m., Address before the Alumni.

May 23—Friday, 11 a. m. Commencement Day. Addresses by representatives of the Graduating Class and Closing Exercises of the Session.

WAKE FOREST UNIVERSITY
LIBRARY

Schedule of Examinations

Fall Term

The last two recitation periods of each class in the Fall Term will be devoted to tests on the work of the entire term.

Spring Term

May 14-21.

May 14.

9 a. m.—12 m.

Astronomy.

Biology 1.

French 1.

Greek 2.

2—5 p. m.

German 0.

German 1.

Latin 3.

Political Economy 1.

May 15.

Chemistry 1.

French 0.

Greek 1.

Bible 3.

Biology 5.

Scientific German.

Surveying 1.

May 16.

Chemistry 2.

Education 3.

History 1.

Bible 2.

Biology 4.

Education 5.

Latin 0 a.

May 17.

Mathematics 0.

Mathematics 1.

Mathematics 2.

Mathematics 3.

Bible 1.

Education 2.

German 2.

Political Economy 2.

May 19.

Government.

Greek 0.

Physics 1.

Spanish 1.

French 2.

History 2.

Physics 2.

May 20.

Latin 0 b.

Latin 1.

Latin 2.

Latin 4.

Education 1.

English 6.

May 21.

English 1.

English 2.

English 5.

History

Origin

During the first quarters of the 19th century there were few schools in North Carolina. The State University was the only institution of higher learning. The efforts to organize a public school system had proved futile. During this period there came into North Carolina several well-trained young Baptist ministers, among whom were Samuel Wait, Thomas Meredith, and John Armstrong. They found the Baptists of the State numerous but without organization or educated leadership. Under the influence of these men was organized in 1830 the Baptist State Convention, one of whose chief purposes was the preparation of young men "called to the ministry." There was no school under Baptist control to which such young men could be sent. There were in the State, however, schools taught by Baptists. These young men were sent to them, and their expenses were borne partly by the Convention. The need of a Baptist school was urgent. At the second annual session of the Convention, in 1832, a committee was appointed to plan such a school.

Wake Forest Institute

This committee purchased the farm of Dr. Calvin Jones, seventeen miles north of Raleigh. It contained 615 acres and cost the sum of \$2,500. Manual labor schools were popular at that time. The Baptists of Virginia, South Carolina, and Georgia were adopting the system. The Convention committee thought that the system would suit the needs of North Carolina, and upon their application the Legislature of 1833 grudgingly granted a meager charter for a manual labor and classical school under the name of

"the Wake Forest Institute." Samuel Wait was chosen Principal. The Convention placed the entire management of the property in the hands of a self-perpetuating Board of Trustees. In February, 1834, Principal Wait opened the Institute with sixteen students. For several years the only buildings were those of the farm. For the first year Principal Wait was the only teacher. Others were added as the institution grew. For five years the manual labor feature was continued, but without success. The number of students, however, increased rapidly for two years, reaching 143, and then fell off to 41. In 1838 the manual labor feature was abolished and the Institute was rechartered as Wake Forest College.

Beginning of the College

The equipment of the farm, the erection of a proper building, and the annual deficit made a debt that hampered the institution for its first fifteen years. The period 1837-1839 was one of financial panic. Subscriptions were not paid, patronage diminished, and the debt increased. The educational spirit was not strong enough to remove these obstacles. The Trustees, desiring none to be turned away, maintained a faculty of men well trained in the universities of the North, and continued to hope for better days. President Wait spent much of his time in the field endeavoring to collect funds to meet obligations. Money was borrowed from the Literary Fund of the State, but soon all these obligations became due. Finally in 1849, through the efforts of James S. Purefoy, William Crenshaw, George W. Thompson, and a few other devoted friends of the College, the incubus of an increasing debt of \$20,000 was removed. Many years were yet to follow before the income would be sufficient to meet the expenses of the institution.

Faculty

The early Faculty was composed of New England men. Most of them had been graduated from Brown University while Dr. Francis Wayland was President. These men brought high ideals of scholarship and character. Others of the Faculty were graduates of Columbian College, Washington City. Even the Wake Forest Institute had a Faculty composed of graduates. Upon the resignation of President Wait, in 1845, he was succeeded by Dr. William Hooper, one of the most scholarly men in the South. Later the University of North Carolina and Wake Forest Institute contributed to the teaching force. In more recent years Johns Hopkins University, the University of Chicago, Cornell University, the University of Virginia, Columbia University and Harvard University have furnished teachers. The Faculty now consists of nineteen professors, three associate professors, six instructors, and twelve assistants, aggregating forty men in the various departments of instruction.

Administration

Samuel Wait, 1834-1845.—Samuel Wait was the only Principal of the Institute and first President of the College. His administration covers the initial period from February, 1834, to June, 1845. His zeal and industry were untiring. It was necessary to whitewash slave cabins and use them for dormitories. Beneficent institutions were not yet popular in the State. A division in the denomination on these questions was about to take place. There was no trained ministry to uphold his hands. The manual labor idea was an experiment in the South, and the experiment had failed. There were no loyal alumni as yet to rally to the support of the institution. President Wait's influence was strong among the most enlightened and progressive, but these were few. There were not a few Baptists who declined

to patronize the institution. The growing debt suggested ultimate failure of the enterprise. In 1836 the enrollment reached 143, but in 1843 it had dropped to 41. In January, 1844, President Wait resigned but his resignation was not accepted. In 1845 he resigned again, and his resignation was accepted to take effect in June, 1845. He was at once elected President of the Board of Trustees, which position he held for twenty-one years. He loved the College with a tender devotion, as is shown by his letter of resignation.

William Hooper, 1845-1849.—President Wait's successor was Dr. William Hooper, the grandson of William Hooper, signer of the Declaration of Independence, a graduate of the University of North Carolina, and a student of theology at Princeton. In 1845 he was teaching in South Carolina. The Trustees had long been anxious to have him in the College. He had taken great interest in building up the institution, and was elected the first president of the Board of Trustees. He had also been elected Professor of Moral Philosophy in 1834, but had declined. Now when the presidency was tendered him he accepted. To this position he brought polished scholarship and fine rhetorical powers, but these were not the needs at this critical juncture. What was most needed was a financier, for financial embarrassments were crippling the institution. Dr. Hooper became despondent and resigned at the end of 1848.

John B. White, 1849-1853.—Dr. Hooper was succeeded by John B. White, Professor of Mathematics and Natural Philosophy. Professor White had been with the institution for eleven years. He had been graduated from Brown, had studied law, had taught in the schools of New England, and in 1838 came to Wake Forest. President White administered the internal affairs of the institution. The finances of the College were largely entrusted to James

S. Purefoy. The debt had now become acutely embarrassing—especially to men who, like William Crenshaw and James S. Purefoy, had assumed the responsibility for its payment. It was during White's administration that relief was obtained. In 1853 President White resigned and returned to Illinois, where he took charge of an institution for girls.

Washington Manly Wingate, 1854-1879.—After the Trustees had failed to secure the services of several men elected, they chose Washington Manly Wingate president. This administration was a long one, extending to 1879 when President Wingate died. The threefold object of this administration was the raising of endowment, the abolition of the preparatory department, and the establishment of scholarships. The war interrupted these plans. The personality of the President and his gifts as preacher and man won many active friends for the College. He was the first to bring the College home to the people and place it on their hearts. He traveled and spoke much, and at the time of his death the future was hopeful. Strong men had been brought into the Faculty, but the expansion was greater than was warranted by income. It was during this administration that Wake Forest began really to be generally felt in the life of the Baptist denomination. The spirit of the President provoked no opposition; students felt the power of his personality, and its influence extended throughout the entire denomination.

Thomas Henderson Pritchard, 1879-1882.—Dr. Thomas H. Pritchard was President Wingate's successor. This administration was brief, ending in 1882. President Pritchard determined to increase the patronage of the institution, and this he did by speaking in nearly every county in the State. He found the enrollment 117, but he left it

169. Dr. Pritchard's short administration did much to popularize the cause of general education in North Carolina.

Charles E. Taylor, 1884 - 1905.—For the two years next following Dr. Pritchard's resignation the administrative duties of the College were discharged by Professor William B. Royall, of the chair of Greek. In 1884, Charles E. Taylor, Professor of Latin, was chosen President. His work as agent for the endowment and his scholarly attainments had already been felt in the institution. His administration extended from 1884 to 1905. It was probably the most notable administration in the history of the College. The work done is destined to be permanent and far-reaching. President Taylor came to Wake Forest in 1870 as an assistant in Latin and German; in 1871 he was made Professor of Latin, and in 1884 Professor of Moral Philosophy and History. He found the College with a meager endowment of \$40,000; when he left the Presidency the endowment was more than \$210,000. The strong feature of his plans for endowment was the policy to secure cash rather than notes and subscriptions. He became President of a Faculty of six professors and one tutor; in 1905 the Faculty numbered seventeen professors and six assistants. The enrollment increased from 161 to 328. The equipment, also, was greatly improved. The Lea Laboratory and the Gymnasium were erected, the Alumni Building was projected and the other buildings were remodeled and improved. The campus was beautified, passing from an old field of gullies and pines into a park. In accepting the Presidency, Dr. Taylor had declared that he "might not make Wake Forest a large institution, but he hoped to make it a good one." How well he succeeded the loyalty of alumni and friends speaks in strong terms.

William Louis Poteat, 1905.—Dr. Taylor resigned the presidency in 1905, and Dr. William Louis Poteat, of the chair of Biology, was elected to succeed him. This administration is, accordingly, in its seventh year.

Endowment

During the first fifteen years of its history the College had no endowment. In 1849 the first money was given for this purpose. Mr. Barclay Powers, of Warren County, gave James S. Purefoy ten dollars for endowment. In 1852 the trustees resolved to raise fifty thousand dollars. In October of that year W. M. Wingate, of the class of 1849, was elected agent. In two years he raised thirty-seven thousand dollars in subscriptions. By 1854 there were forty-two thousand dollars in subscriptions, with ten thousand dollars in legacies for Ministerial Education. These legacies were made by Rev. Wm. H. Merritt, of Orange County, William Warren, of Person, and John Blount, of Edenton. On some of them very little was ever realized. The affairs of the College were now in a hopeful condition but it was realized that the method of raising endowment by the sale of perpetual scholarships did not materially improve the condition of the institution. In 1856 the Board of Trustees met in Raleigh with the Baptist State Convention and resolved to raise fifty thousand dollars of unencumbered endowment. A committee was appointed, consisting of James S. Purefoy, J. J. James, W. M. Wingate, and John Mitchell. The plans of the committee were adopted by the Board of Trustees, and when the Convention reassembled President Wingate introduced the following resolution: "Resolved, that we have heard with pleasure the plan proposed by the Board of Trustees of Wake Forest College to raise an unencumbered fund of fifty thousand dollars for the endowment of Wake Forest

College." A feeling of deep and solemn interest and anxiety pervaded the entire body, as well as the crowd of spectators in the galleries of Commons Hall. As the last speaker closed, C. W. Skinner, a charter member of the Board of Trustees of 1833, subscribed five thousand dollars; R. Felton, five thousand; C. Wooten, C. D. Ellis, and President Wingate, a thousand dollars each. More than twenty-five thousand dollars were subscribed in a few minutes. No more thrilling meeting was ever held in North Carolina. An old record reads: "And surely none who witnessed it can ever forget, or cease to thank God that they were permitted to witness it." Within a year John Mitchell, the general agent of the Board, was able to report that the entire amount proposed had been subscribed. In June, 1860, there had been collected and invested forty thousand and five hundred dollars. Many subscriptions had never been paid, while others were paid later in Confederate money. With the downfall of the Confederacy went a large part of the invested funds. Out of the wreck eleven thousand and seven hundred dollars were saved largely through the financial judgment of the treasurer, James S. Purefoy. In 1875, through the work of various agents, the invested funds amounted to twenty-five thousand six hundred and thirteen dollars and fifty-nine cents. In 1876, Professor Charles E. Taylor collected in the State about \$10,000, while Mr. James S. Purefoy traveled in the North and collected \$8,949.72. By 1880 the endowment had again reached forty-six thousand dollars, as in 1861.

In November, 1882, Professor Charles E. Taylor undertook to raise the endowment to one hundred thousand dollars. Pledges were taken on the condition that they should be null and void unless the entire amount was secured in cash by January 1, 1884. On the night of December 31,

1883, the Treasurer had in hand an endowment of one hundred thousand dollars. The largest contributor to this fund was Mr. James A. Bostwick, of New York, who gave ten thousand dollars. December 31st was a notable day. All day and far into the night came letters, checks, telegrams, and subscriptions but the required amount in cash was not in hand. At 10 o'clock Professor Taylor, W. H. Pace, W. G. Simmons, and James S. Purefoy decided that the cash condition had not been met. They thereupon pledged their own real estate by mortgage for the payment of the \$5,000 subscribed but not yet paid in. In this way the \$100,000 were secured.

In 1885 Mr. Bostwick created the Bostwick Loan Fund for indigent young men by a gift of \$12,000. In 1886 Mr. Bostwick made a gift of \$50,000. These donations were secured through Professor Taylor, who had then become President. By May, 1890, the total investments amounted to \$174,562.65. In this year it was determined to increase this fund so that the College might meet its growing needs. Mr. Bostwick generously agreed to add one-half to whatever amount, up to \$50,000, should be raised by March 1, 1891. President Taylor took the field and secured \$26,000. In this way nearly \$40,000 were added to the endowment.

At the Baptist State Convention held in Greensboro, December, 1906, the movement to add \$150,000 to the endowment was formally launched. Professor J. B. Carlyle, of the chair of Latin, accepted at the hands of the Trustees the field agency to secure this fund. The first year completed the subscription of the whole amount and added in cash \$21,832.34 to the endowment. On the 31st of December, 1910, the limit for collections on this fund, a total of \$117,798.56 had been secured. Of this amount the General Education Board, in accordance with its original proposition made to President Poteat, contributed one-fourth, or

\$29,449.64. The total endowment of the College at the last annual report of the Treasurer, May 1, 1911, was \$400,659.92. The College property, exclusive of endowment, is valued at \$188,925.

Buildings

Dormitory.—The first college building was completed in 1838,—a large, plain structure, costing \$14,000. When erected it was doubtless the best school building in North Carolina. For fifty years it was the only building and served all the purposes of the College. In its original form the north and south wings contained each twenty-four bed-rooms, the central portion contained the Chapel, the lecture rooms, and the Society Halls.

In 1900 the central part was completely remodeled and refitted. It now contains the administration offices and lecture rooms for the Schools of Latin, Political Science, Education, and the Bible.

Library Building.—In 1878 through the munificence of Col. J. M. Heck and Mr. John G. Williams, both of Raleigh, the present Library Building was erected. The center and the lower floor of one wing are used for library and reading room. The reading room was originally equipped through the generosity of Judge Charles M. Cooke, of Louisburg. The wings contain the Halls of the Euzelian and Philomathesian Literary Societies, and the lecture room and library of the School of Law.

Wingate Memorial Hall.—On the death of President W. M. Wingate, in 1879, his friends and former pupils wished to show their appreciation of his distinguished service, and deemed a memorial building a fitting monument. This building, erected with this end in view, contains the Auditorium, Leigh Hall (small chapel), the lecture rooms of the Schools of Greek and Modern Languages, and the

lecture room and laboratory of the School of Physics. The subscriptions for the erection of this building were secured by President Taylor and Rev. James S. Purefoy.

Lea Laboratory.—In 1888 the erection of a Chemical Laboratory was made possible largely through the liberality of Mr. and Mrs. Sidney S. Lea, of Caswell County. This building, containing a lecture room, private laboratory, dispensing room, specimen room, three class laboratories, and storage room, is devoted wholly to chemistry. On its roof stands the College Observatory, in which is mounted a \$1,000 telescope.

Gymnasium.—In 1900 the Trustees ordered the erection of a Gymnasium at a cost of \$12,000. The ground floor contains bathrooms, toilets, and storage rooms; the main floor contains offices, and a room eighty by fifty feet, equipped with modern apparatus. The equipment is renewed and increased year by year.

Alumni Building.—This building, completed in 1906, is equipped for the Schools of Biology and Medicine. It is three stories in height, well-lighted and arranged for laboratories and lecture rooms. The funds for its erection were secured from the alumni of the College through the agency of Professor J. B. Carlyle.

Hospital.—This building, erected in 1906, contains two wards, an operating room, a dining room, a kitchen, seven private rooms, with verandas on two sides, above and below. Subject to the needs of the student body, outside patients are received at reasonable rates.

Location

The location of the College, seventeen miles from Raleigh, in a gently rolling and healthful country is fortunate. Six

passenger trains of the Seaboard Air Line stop daily at the College. There are six mails daily. There is long-distance telephone connection, and the express and telegraph offices are near the College buildings. The town of Wake Forest and the surrounding neighborhood are as free from bad influences as any in the country. The proximity of the College to the capital of the State affords many of the advantages, without the distractions and moral dangers, of city life.

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* Died November 6, 1911. † Died February 15, 1912.

† Removed in September to Athens, Ga.

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WILLIAM L. POTEAT, M.A., LL.D., President,

Professor of Biology.

B.A., Wake Forest College, 1877; M.A., 1889; Graduate Student, University of Berlin, 1888; Graduate Student, Woods Holl Biological Laboratory, 1893; Professor of Biology, Wake Forest College, 1883; LL.D., Baylor University, 1905; LL.D., University of North Carolina, 1906; President Wake Forest College, 1905.

CHARLES E. TAYLOR, B.Lit., D.D., LL.D.,

Professor of Philosophy.

B.Litt., University of Virginia, 1870; D.D., Richmond College, 1885; LL.D., Mercer University, 1904; Professor of Latin, Wake Forest College, 1870-1883; President, *ibid.*, 1883-1905; Professor Moral Philosophy, *ibid.*, 1884.

WILLIAM B. ROYALL, M.A., D.D., LL.D.,

Professor of Greek Language and Literature.

B.A., Wake Forest College, 1861; M.A., 1866; D.D., Judson College, 1887; LL.D., Furman University, 1907; Assistant Professor, Wake Forest College, 1866-1870; Professor of Greek, *ibid.*, 1870.

LUTHER R. MILLS, M.A.,

Professor Emeritus of Pure Mathematics.

M.A., Wake Forest College, 1861; Assistant Professor of Mathematics, *ibid.*, 1867-1869; Professor of Mathematics, *ibid.*, 1870; Bursar, *ibid.*, 1876-1906.

BENJAMIN SLEDD, M.A., Litt.D.,

Professor of English Language and Literature.

M.A., Washington and Lee University, 1886; Litt.D., *ibid.*, 1906; Graduate Student, Teutonic Languages, Johns Hopkins University, 1886-1887; Headmaster of Languages, Charlotte Hall School, Md., 1887-1888; Professor of Modern Languages, Wake Forest College, 1888-1894; Professor of English, *ibid.*, 1894.

CHARLES E. BREWER, M.A., Ph.D.,

Professor of Chemistry.

M.A., Wake Forest College, 1886; Graduate Student of Chemistry, Johns Hopkins University, 1887-1888; Ph.D., Cornell University, 1900; Professor of Chemistry, Wake Forest College, 1889.

JOHN F. LANNEAU, M.A.,

Professor of Applied Mathematics and Astronomy.

Graduate South Carolina Military Academy, 1856; M.A., Baylor University, 1869; Professor of Mathematics and Astronomy, Furman University, 1866-1868; Professor of Mathematics, William Jewell College, 1868; Professor of Physics and Applied Mathematics, Wake Forest College, 1890; Professor of Applied Mathematics and Astronomy, *ibid.*, 1899.

NEEDHAM Y. GULLEY, M.A.,

Professor of Law.

M.A., Wake Forest College, 1879; Member State Legislature, 1885; Member of N. C. Code Commission, 1903-1906; Professor of Law, Wake Forest College, 1894.

J. HENDREN GORRELL, M.A., Ph.D.,

Professor of Modern Languages.

M.A., Washington and Lee University, 1890; Assistant Professor, *ibid.*, 1890-1891; Ph.D., Johns Hopkins University, 1894; Professor Modern Languages, Wake Forest College, 1894.

WILLIS R. CULLOM, M.A., Th.D.,

Professor of the Bible.

M.A., Wake Forest College, 1892; Assistant Professor Southern Baptist Theological Seminary, 1893-1896; Th.D., *ibid.*, 1903; Professor of the Bible, Wake Forest College, 1896.

E. WALTER SIKES, M.A., Ph.D.,

Professor of Political Science.

M.A., Wake Forest College, 1891; Director of Gymnasium, 1891-1893; Ph.D., John-Hopkins University, 1897; Member of the North Carolina Senate, 1911; Professor of Political Science, Wake Forest College, 1898.

JAMES L. LAKE, M.A.,

Professor of Physics.

M.A., Richmond College, 1882; Graduate Student in Mathematics, Johns Hopkins University, 1890-1893; Professor of Natural Science, Bethel College, 1893-1896; Fellow in Physics, University of Chicago, 1896-1898; Professor of Mathematics and Physics, Ursinus College, 1898-1899; Professor of Physics, Wake Forest College, 1899.

J. HENRY HIGHSMITH, M.A.,

Professor of Education.

A.B., Trinity College, Durham, N. C., 1900; A.M., 1902; Principal Grammar School, Durham, N. C., 1901-1904; Graduate Scholar, Teachers College, Columbia University, 1904-1906; Professor of Philosophy and Bible, Baptist University for Women, Raleigh, N. C., 1906-1907; Professor of Education, Wake Forest College, 1907.

EDGAR E. STEWART, M.D.,

Professor of Anatomy.

Student of the College of the City of New York, 1896-1900; M.D., Columbia University, 1906; Assistant Physician and Surgeon, New York House of Relief Hospital, 1907-1908; Professor of Anatomy and Physiology, Wake Forest College, 1908.

EDGAR W. TIMBERLAKE, B.A., LL.B.,

Professor of Law.

B.A., Wake Forest College, 1901; Professor of English and Greek, Oak Ridge Institute, 1901-1903; LL.B., University of Virginia, 1905; Associate Professor of Law, Wake Forest College, 1906; Professor of Law, Wake Forest College, 1909.

JOHN BREWER POWERS, M.A., M.D.,

Professor of Bacteriology and Pathology.

B.A., Wake Forest College, 1901; M.A., *ibid.*, 1903; M.D., Columbia University, 1907; Practicing Physician, Wake Forest, N. C., 1907; Resident Physician, Bellevue Hospital, N. Y., 1908-1909; Professor of Bacteriology and Pathology, Wake Forest College, 1909.

WILLIAM TURNER CARSTARPHEN, B.A., M.D.,

Professor of Physiology.

B.A., Wake Forest College, 1897; M.D., Jefferson Medical College, 1904; Graduate Student, *ibid.*, 1910; Professor of Physiology, Wake Forest College, 1910.

GEORGE W. PASCHAL, B.A., Ph.D.,

Professor of Latin and Greek.

B.A., Wake Forest College, 1892; Graduate Student University of Chicago, 1893-1896; Fellow in Greek, *ibid.*, 1899-1900; Ph.D., *ibid.*, 1900; Associate Professor of Latin and Greek, Wake Forest College, 1906-1911; Professor of Latin and Greek, *ibid.*, 1911.

HUBERT MCNEILL POTEAT, M.A.,

Professor of Latin Language and Literature.

B.A., Wake Forest College, 1906; M.A., *ibid.*, 1908; Instructor in Latin, *ibid.*, 1905-1908; Drisler Fellow in Classical Philology, Columbia University, 1908-1910; Master in Latin, The Hotchkiss School, 1910-1912; Professor of Latin, Wake Forest College, 1911 (with one year's leave of absence).

HUBERT A. JONES, M.A., LL.B.,

Associate Professor of Mathematics.

B.A., Wake Forest College, 1903; M.A., *ibid.*, 1909; LL.B., *ibid.*, 1909; Graduate Student, University of Chicago, 1910-1911; Instructor in Mathematics, Wake Forest College, 1903-1911; Associate Professor of Mathematics, *ibid.*, 1911.

JAY BROADUS HUBBELL, M.A.,

Associate Professor of English Language.

B.A., Richmond College, 1905; M.A., Harvard University, 1908; Graduate Scholar Columbia University, 1910-1911; Instructor in Latin and Greek, Bethel College, 1905-1906; Instructor in English, University of North Carolina, 1908-1909; Teacher of English and Public Speaking, High School, Columbus, Ga.; Associate Professor of English Language, Wake Forest College, 1911.

J. RICHARD CROZIER,

Director of Physical Culture.

Director of Physical Culture, Wake Forest College, 1904; Student Physical Culture, Summer Term, Harvard University, 1911.

ELLIOTT B. EARNSHAW, M.A.,

Bursar and Secretary, Superintendent of College Hospital.

B.A., Wake Forest College, 1906; M.A., *ibid.*, 1903; Instructor in Mathematics and Acting Bursar, Wake Forest College, 1906-1907; Bursar and Secretary, *ibid.*, 1907; Superintendent of College Hospital, *ibid.*, 1911.

LOUISE P. HEIMS,

Librarian.

Graduate of Chelton Hills School, 1906; Assistant, Drexel Institute Library, 1906-1910; Special Student, University of Pennsylvania, 1910; Graduate, Drexel Institute Library Department, 1911; Assistant in Library of University of Pennsylvania, 1910-1911; Librarian, Wake Forest College, 1911.

JUDSON D. IVES, M.A.,

Instructor in Biology.

B.A., Wake Forest College, 1905; M.A., *ibid.*, 1906; Assistant in Biology, *ibid.*, 1904, Instructor in Biology, *ibid.*, 1906; Graduate Student, University of Chicago, 1903; Graduate Student, Marine Biological Laboratory, Woods Holl, 1909; Investigator Beaufort Laboratory, 1910, 1911.

HOWARD W. HUNTLEY, B.A.,

Instructor in Chemistry.

B.A., Wake Forest College, 1911; Instructor in Chemistry, *ibid.*, 1911.

DILLON F. SMITH, B.A.,

Instructor in Chemistry.

B.A., Wake Forest College, 1911; Instructor in Chemistry, *ibid.*, 1911.

LESLIE G. BULLARD,

Instructor in Latin.

MALOY A. HUGGINS,

Instructor in Latin.

ROY A. MARSH,

Instructor in Latin.

ROYAL H. MCCUTCHEON, B.A.,

Assistant in English.

THOMAS L. REVELLE,

Assistant in English.

WILLIAM C. PETERSON, JR.,

Assistant in Biology.

JOHN C. JONES

Assistant in History.

SAMUEL C. GETTYS,

Assistant in Political Economy.

HENRY P. JOHNSON,

Assistant in Government.

COLA CASTELLO, B.A.,

Assistant in Applied Mathematics.

ROY S. SMITH,

Assistant in Applied Mathematics.

CHARLES R. SHARPE,

Assistant in Histology.

JOSEPH F. BELTON,

Assistant in Physiology.

PHILIP P. GREEN,

Assistant in Anatomy.

OSCAR W. SAWYER,

Assistant in Physical Culture.

WILLIAM L. EDDINGER,

Assistant in Library.

Officers

WILLIAM L. POTEAT, *President.*

ELLIOTT B. EARNSHAW, *Bursar and Secretary, and Superintendent of College Hospital.*

GEORGE W. PASCHAL, *Curator of Library.*

REV. WALTER N. JOHNSON, *Chaplain.*

MISS IOLA TEMPLE, *Head Nurse of College Hospital.*

Committees

Publication—

Professors SLEDD, TIMBERLAKE, and LAKE.

Examinations—

Professors HIGHSMITH, GULLEY, and LANNEAU.

Library—

Professors PASCHAL, ROYALL, and SIKES.

Lectures—

Professors CULLOM and HIGHSMITH.

Athletics—

Director CROZIER, and Professors TIMBERLAKE and JONES.

Buildings and Grounds—

Professors GORRELL, LAKE, BREWER, POWERS, TAYLOR, CROZIER, and Bursar EARNSHAW.

Executive—

Professors GULLEY, SIKES, and BREWER.

Entrance Requirements—

Professors PASCHAL, SLEDD, HIGHSMITH, and LANNEAU.

Appointments—

Professors SIKES, CULLOM, and HIGHSMITH.

Budget—

Professors BREWER, GORRELL, and LANNEAU.

Catalogue of Students

Graduate

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Bonner, Alexander Montague, B.A. (Guilford).....	Beaufort	1
Boone, William Dare, B.A. (Wake Forest).....	Hertford	4
Brett, James Claxton, B.A. (Wake Forest).....	Hertford	5
Bryan, Paul Quincey, B.A. (Wake Forest).....	Halifax	5
Cabiness, Joe Turner, B.A. (Wake Forest).....	Cleveland	5
Castello, Cola, B.A. (Wake Forest).....	Bertie	4
Chalmers, Arthur C., LL.B. (Univ. Va.).....	New Hanover.....	1
Ellis, John Alston, B.A. (Wake Forest).....	Lee	5
Gay, Paul White, B.A. (Wake Forest).....	Northampton.....	5
Gore, Arthur Derwood, B.A. (Wake Forest).....	Columbus	5
Hubbell, Paul Edgar, B.A. (Richmond).....	Surry	1
Hutchison, Adolphus Eugene, B.S. (Citadel).....	York, S. C.....	2
Horton, Alfred Whitsett, B.A. (Trinity).....	Nottoway, Va.....	1
Hunter, Louis Jones, B.S. (Muskingum).....	Mecklenburg	1
Huntley, Howard White, B.A. (Wake Forest).....	Mecklenburg	5
Lindsay, Raleigh Cabell, B.A. (Haverford).....	Rockingham	1
McCutcheon, Royal H., B.A. (Wake Forest).....	Southampton, Va...	4
McGowan, William Tillman, B.A., M.S. (Univ. N. C.).....	Hyde	1
McKaughan, Luther Cornelius, LL.B., M.A. (National).....	Forsyth	1
Martin, Wheeler, Jr., LL.B. (Wake Forest).....	Martin	4
Murchison, Claudius T., B.A. (Wake Forest).....	Sparta, Ga.....	5
Richardson, Sanford Anson, B.A. (Trinity).....	Union	1
Richie, Orion Delma, B.A. (Newberry).....	Stanly	1
Smith, Dillon Farris, B.A. (Wake Forest).....	Mecklenburg	5
Spencer, Carroll Baxter, B.A. (Univ. N. C.).....	Hyde	1
Turner, James Baxter, B.A., LL.B. (Wake Forest)....	Wake	5
Vinson, Hugh P., LL.B. (Wake Forest).....	Hertford	5
Walker, Richard Earl, B.A. (Wake Forest).....	Rowan	4

Total number of Graduate Students, 28.

Undergraduate

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Abernethy, Cass Leroy.....	<i>Gaston</i>	1
Adams, Jesse Blake.....	<i>Johnston</i>	1
Alderman, James Biggs.....	<i>Chowan</i>	1
Allen, Arthur Thomas.....	<i>Marlboro, S. C.</i>	4
Allen, Junius LeRoy, Jr.....	<i>Wake</i>	2
Allen, Tracy Napier.....	<i>Marlboro, S. C.</i>	1
Anderson, John Todd.....	<i>Spartanburg, S. C.</i> ...	2
Andrews, James Edward.....	<i>Washington</i>	1
Arledge, Allen Yates.....	<i>Polk</i>	1
Arnette, David Wesley.....	<i>Moore</i>	3
Arrington, Thomas Mann, Jr.....	<i>Nash</i>	3
Avera, Tom Arrington.....	<i>Nash</i>	1
Aydlett, Edwin Ferebee.....	<i>Pasquotank</i>	3
Bagwell, George Watson.....	<i>Wake</i>	4
Bailey, Garrett D.....	<i>Yancey</i>	1
Ballard, Arthur S.....	<i>Lincoln</i>	1
Barbee, Marion Clebon.....	<i>Wake</i>	1
Barnes, Martin Luther.....	<i>Davidson</i>	3
Bartholomew, Russell C.....	<i>Nash</i>	2
Baucom, William Troy.....	<i>Union</i>	3
Beam, Gaither McIntyre.....	<i>Floyd, Ky.</i>	4
Beam, Hugh Martin.....	<i>Floyd, Ky.</i>	4
Belton, Joseph Franklin.....	<i>Surry</i>	3
Bennett, Silas J.....	<i>Forsyth</i>	3
Benton, Howard Carroll.....	<i>Wake</i>	1
Benton, Randolph	<i>Wake</i>	3
Bernard, Arthur Calhoun.....	<i>Wake</i>	2
Betts, Carl Leon.....	<i>Floyd, Ga.</i>	3
Billings, G. M.....	<i>Wake</i>	1
Blackman, N. D.....	<i>Wayne</i>	1
Blankenship, John Swain.....	<i>York, S. C.</i>	2
Blanton, Roy Russell.....	<i>Rutherford</i>	4
Blevins, Roby Presley.....	<i>Wilkes</i>	4
Bobbitt, Fred Anthony.....	<i>Warren</i>	1
Bobbitt, Thomas Edwin.....	<i>Warren</i>	4

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Bogle, William E.....	<i>Alexander</i>	1
Bowen, I. Seavy.....	<i>Pender</i>	1
Brassfield, Leon Simpson.....	<i>Wake</i>	1
Bray, Thomas Latham	<i>Perquimans</i>	2
Bridges, William Arthur.....	<i>Robeson</i>	4
Bristow, Charles Oliver.....	<i>Marlboro, S. C.</i>	1
Britt, William Gordon, Jr.....	<i>Wayne</i>	1
Britton, Thomas C., Jr.....	<i>Soochow, China</i>	1
Brothers, George Worthington.....	<i>Pasquotank</i>	2
Broughton, Cecil C.....	<i>Wake</i>	3
Broughton, Leonard G.....	<i>Fulton, Ga.</i>	1
Brown, Elery Garland.....	<i>Columbus</i>	2
Brown, Junius Calvin.....	<i>Wake</i>	3
Brown, Robert Lonnie.....	<i>Dillon, S. C.</i>	1
Bryan, Frank Havens.....	<i>Beaufort</i>	1
Buie, Roderick Mark.....	<i>Chatham</i>	4
Bullard, Leslie Graves.....	<i>Cumberland</i>	4
Bunn, Arthur Alexander.....	<i>Vance</i>	3
Camp, James L., Jr.....	<i>Southampton, Va</i>	1
Campbell, Oscar Pierce.....	<i>Iredell</i>	3
Campbell, R. Clifford.....	<i>Rutherford</i>	1
Carlton, Astor Lee.....	<i>Duplin</i>	1
Carpenter, Commie Jackson.....	<i>Wake</i>	2
Carpenter, Levy Leonidas.....	<i>Wake</i>	3
Carrick, Carey Walton.....	<i>Guilford</i>	1
Carrick, John Lee.....	<i>Davidson</i>	3
Carter, Davis	<i>Iredell</i>	1
Carter, Junior Franklin.....	<i>Davie</i>	1
Carter, Paul Conway.....	<i>Wake</i>	2
Carter, Thomas Leslie.....	<i>Gates</i>	1
Cates, Andrew Jackson.....	<i>Wake</i>	1
Caudle, Arthur Ivy.....	<i>Greene</i>	2
Chamberlain, Jesse Mark.....	<i>Wake</i>	3
Chambers, Walter Roy.....	<i>Buncombe</i>	1
Chambliss, Clive Ellerbe.....	<i>Mecklenburg</i>	1
Clark, David McKenzie.....	<i>Pitt</i>	1
Cline, James Sylvester.....	<i>Cleveland</i>	3

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Coggin, N. Charlie.....	<i>Stanly</i>	3
Cole, Richmond Pearson.....	<i>Buncombe</i>	1
Conrad, Henry Brown.....	<i>Forsyth</i>	4
Conrad, William Joseph, Jr.....	<i>Forsyth</i>	2
Cooley, Hubert Bernard.....	<i>Nash</i>	1
Copeland, Jesse Thomas.....	<i>Moore</i>	2
Cornelius, John Henry.....	<i>Forsyth</i>	1
Correll, Milton Lee.....	<i>Robeson</i>	2
Crain, William Jerome.....	<i>Chatham</i>	4
Crowder, Ralph H.....	<i>Wake</i>	1
Currin, Joseph Badgett.....	<i>Granville</i>	3
Cuthrell, Hugh H.....	<i>Forsyth</i>	1
Daniel, Eugene Allen.....	<i>Halifax</i>	3
Darden, William Alwyn.....	<i>Halifax</i>	3
Davis, George Hamilton.....	<i>Wake</i>	2
Deans, Arthur Wood.....	<i>Nash</i>	2
Dickens, Albert Oscar.....	<i>Nash</i>	2
Dickie, Jamie William.....	<i>Vance</i>	2
Dixon, Hubert Carlyle.....	<i>Chatham</i>	2
Dotson, William Grady.....	<i>Henderson</i>	1
Dowd, William Carey.....	<i>Mecklenburg</i>	2
Downs, Posie Edgar.....	<i>Cleveland</i>	1
Dowtin, William Pryor.....	<i>Warren</i>	1
Draughan, Eugene	<i>Surry</i>	1
Duckett, Rex Battle.....	<i>Buncombe</i>	1
Duncan, H. G.....	<i>Wilkes</i>	1
Duncan, Virgil Ennis.....	<i>Person</i>	1
Dunn, Surry	<i>Halifax</i>	2
Eddinger, William Lee.....	<i>Davidson</i>	4
Edgerton, Sidney Alonzo.....	<i>Wilson</i>	4
Edwards, Carlyle Junius.....	<i>Wake</i>	3
Edwards, James Martin.....	<i>Saluda, S. C.</i>	1
Edwards, James Spurgeon.....	<i>Madison</i>	3
Edwards, Ward B.....	<i>Catawba</i>	3
Ellington, Amzi Jefferson.....	<i>Wake</i>	3
Ellis, William Caswell.....	<i>Lee</i>	3

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Faison, Rufus H.	Wake	1
Fallow, Ben Turner	Aiken, S. C.	1
Farrell, Chas. A.	Forsyth	2
Faucett, Henry Frank	Wake	3
Faucett, William P.	Wake	1
Feezor, Peter Lee	Davidson	3
Ferguson, Barbour Vaughan	Rockingham	4
Ferguson, Guerrant	Rockingham	1
Fleming, William E.	Davie	1
Fletcher, Alfred Johnston	Wake	6
Frazier, Isaac P.	Randolph	3
Freeman, James Whittier	Buncombe	2
Gatling, John Morris	Bertie	1
Gattis, E. H.	Durham	1
Gay, Arthur Royal	Franklin	1
Gettys, Samuel Clinton	Rutherford	4
Giles, Berney Foster	Tuscaloosa, Ala.	1
Goode, Seddon, Jr.	Nash	1
Goodwyn, J. J.	Wake	1
Gordon, Richard Rosco	Moore	1
Gower, Douglas Herman	Johnston	3
Gragg, John Thomas	Forsyth	1
Green, Philip Palmer	Davidson	4
Green, Robert Byard	Rutherford	2
Griffin, Hugh Cleveland	Northampton	4
Griffin, Lloyd Eldon	Chowan	2
Griggs, William Lemuel	Macon	1
Grindstaff, Charles Smith	Jackson	2
Grindstaff, Grover Hayden	Jackson	2
Groves, Henry Herman	Gaston	3
Guy, C. L.	Harnett	1
Guy, Thomas Sloan	Harnett	3
Gyles, Ronald Corbin	Barnwell, S. C.	1
Hamilton, Joseph William	Carteret	1
Hamrick, Oliver Paul	Cleveland	1
Harrill, George Pinckney, Jr.	Franklin	1
Harrington, Samuel Adrian	Pitt	1

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Harris, Andrew J., Jr.....	Vance	4
Harris, George Mitchell.....	Vance	3
Hart, Roy Jack.....	Henderson	2
Hartsell, Wallace	Stanly	2
Harward, George Norrell.....	Chatham	3
Harward, P. C.....	Chatham	1
Heath, Woodson F.....	Victoria, Texas.....	1
Hendrix, Lemuel Pinkston.....	Davie	1
Henley, Bollivar Stedman.....	Montgomery	1
Henry, Tidal Boyce.....	Anson	4
Hensley, Charles Albert.....	Yancey	1
Herring, George Nutt.....	Sampson	3
Herring, Owen Fennell.....	Sampson	3
Herring, Richard Lee.....	Sampson	2
Hilliard, Sidney Cecil.....	Wake	5
Hipps, Allen G. Thurman.....	Madison	2
Holcombe, George M.....	Yancey	1
Holding, Bruce Fowler.....	Wake	3
Holding, Thomas E., Jr.....	Wake	1
Holding, William Royall.....	Wake	5
Holding, William Willis, Jr.....	Wake	1
Holland, Thomas Cleveland.....	Cleveland	2
Holliday, Garland Washington.....	Wake	2
Holmes, Clarence Carlyle.....	Iredell	2
Honeycutt, Murray Andrew.....	Yancey	1
Hood, Marshall Henry.....	Wayne	2
Horn, L. B.....	Forsyth	1
Horrell, Merton Stuart.....	Johnston	1
Horton, Archie Wynne.....	Wilkes	2
Howell, James Edward.....	Gates	1
Huggins, Maloy Alton.....	Marion, S. C.....	4
Hunter, Hiram T.....	Madison	2
Hutchins, Andrew J. M.....	Yancey	3
Ingle, Carl E.....	Watauga	1
Ingram, Roy R.....	Stanly	1
Inscoe, Linwood Saint Clair.....	Franklin	1
Ivey, Thaddeus, Jr.....	Wake	1

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Jackson, Donald Rudolph.....	Wake	2
Jarvis, George L.....	Wilkes	1
Jenkins, William Henry.....	Southampton, Va.....	1
Johnson, Charles Thomas.....	Bladen	1
Johnson, Doctor Mack.....	Robeson	2
Johnson, Elias Dodson.....	Robeson	3
Johnson, Edwin Mosby.....	Robeson	1
Johnson, Harry Polk.....	Robeson	3
Johnson, James Talbot.....	Moore	1
Johnson, Victor Richardson.....	Chatham	1
Jones, Charles Wallace.....	Northampton	1
Jones, John Clyde.....	Union	3
Jones, J. Henry.....	Robeson	2
Jones, John Robert.....	Buncombe	1
Jones, Leonidas Leroy.....	Duplin	1
Jones, Marshall Henry.....	Cumberland	1
Josey, Charlie C.....	Halifax	3
Josey, Danford Edmondson.....	Halifax	3
Joyner, LeRoy	Nash	1
Kennedy, David Shelton.....	Duplin	3
Kester, John Marcus.....	Cleveland	2
King, Goodman Harmon.....	Wake	2
Kirksey, Grover Cleveland.....	Burke	3
Knight, William L.....	Northampton	2
Knott, Alexander	Wake	1
Knott, Luther David.....	Granville	2
Lane, Edgar Winston.....	Perquimans	2
Lane, Herbert Elliott.....	Perquimans	1
Lane, James Graham.....	Marlboro, S. C.....	2
Langston, Henry Jerome.....	Pitt	3
Langston, William Cleaver.....	Horry, S. C.....	1
Lanier, Raymond Ray.....	Harnett	3
Lanier, Thomas Theron.....	Harnett	3
Lassiter, George Washington.....	Bertie	1
Leary, Hubert Ross.....	Chowan	1
Lewis, David Justin.....	Ware, Ga.....	3
Lewis, Giles Floyd.....	Ware, Ga.....	3

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Lemmond, William Oscar.....	<i>Union</i>	2
Lineberry, Will Taylor.....	<i>Chatham</i>	3
Long, James Hatcher.....	<i>Mecklenburg</i>	2
Long, Sam	<i>Union</i>	3
McBrayer, Elisha	<i>Cleveland</i>	2
McCourry, Jeter	<i>Yancey</i>	1
McDowell, James Allison.....	<i>Halifax</i>	1
McDuffie, Fulton Jones.....	<i>Wake</i>	1
McGougan, Ernest D.....	<i>Robeson</i>	2
McGuire, Victor Abram.....	<i>Cherokee</i>	3
McLamb, Minson	<i>Sampson</i>	3
McLendon, Preston Alexander.....	<i>Anson</i>	3
McLeod, Bernard Franklin.....	<i>Harnett</i>	2
McManus, Matthew Tyson Yates.....	<i>Chatham</i>	2
McNeill, Johnie H.....	<i>Robeson</i>	1
McPhail, Spurgeon Clark.....	<i>Cumberland</i>	1
Markham, H. W.....	<i>Lake City, Fla.</i>	1
Marsh, Roy Augustus.....	<i>Union</i>	2
Martin, Alvah H.....	<i>Northampton</i>	3
Martin, Cornelius Perry.....	<i>Northampton</i>	2
Martin, Warren H.....	<i>Anderson, S. C.</i>	1
Mayberry, Durwood Franklin.....	<i>Mecklenburg</i>	2
Middleton, Robert Lee.....	<i>Wake</i>	1
Milford, Charles Orrin.....	<i>Anderson, S. C.</i>	1
Mills, H. Coral.....	<i>Wake</i>	1
Mitchell, Clingman Webster.....	<i>Bertie</i>	2
Moore, Spurgeon Boone.....	<i>Caldwell</i>	1
Moose, Raymond R.....	<i>Catawba</i>	1
Moss, Joseph Mock.....	<i>Nash</i>	2
Moss, Otway Burns.....	<i>Wilson</i>	2
Mull, John P.....	<i>Cleveland</i>	1
Mull, William Peter.....	<i>Cleveland</i>	2
Myers, Benjamin Oliver.....	<i>Davidson</i>	2
Nance, Douglas Alexander.....	<i>Forsyth</i>	1
Nanney, Harvey Albert.....	<i>Rutherford</i>	3

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Neal, John J.....	Halifax, Va.....	2
Newland, Ben Allen.....	Caldwell	1
Norman, Swain	Halifax	1
Norris, Roy Haddon.....	Wake	1
Norwood, Evan Wilkins.....	Wayne	1
O'Brian, Leland Ray.....	Wake	5
Odum, Owen	Robeson	3
Olive, Lucius Bunyan.....	Wake	4
Oliver, William Benjamin.....	Florence, S. C.....	2
Page, B. R.....	Cumberland	1
Parker, John Ernest.....	Wayne	2
Parker, Joseph Roy.....	Hertford	1
Parker, Millard L.....	Wake	1
Parker, Paul Godwin.....	Northampton	2
Parker, Walter Raleigh.....	Hertford	2
Paschal, Richard Frederick.....	Chatham	2
Pegg, H. D.....	Guilford	1
Pennel, George Clingman.....	Buncombe	1
Perry, Clarence Askew.....	Hertford	2
Perry, Hugh Watson.....	Franklin	1
Peterson, William Conover, Jr.....	New Hanover.....	4
Petree, Walter Garfield.....	Stokes	1
Phillips, Albert Rufus.....	Stokes	3
Phillips, Mathew Dalton.....	Stokes	2
Pierce, L. Robert.....	Iredell	1
Pittman, Kenneth Alexander.....	Franklin	1
Poindexter, Brooks	Yadkin	1
Pool, Frank Kenneth.....	Wake	3
Powell, Henry Asberry.....	Caswell	2
Powell, Rufus Edwin.....	Caswell	4
Powell, Stinson	Robeson	2
Prevette, Earl	Wilkes	1
Prevette, Isaac Call.....	Wilkes	2
Pritchard, Jeter McKinley.....	Buncombe	1
Privette, William Garland.....	Iredell	3
Pruett, Roland Shaw.....	Mecklenburg	3
Ragland, Oscar Holt.....	Granville	1
Ramseur, Benjamin Frederic.....	Cherokee, S. C.....	2

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Rankin, Richard B.....	<i>Cabarrus</i>	1
Ray, Frank L.....	<i>Wake</i>	1
Raynor, Kenneth Tyson.....	<i>Bertie</i>	2
Reid, Charley Brantley.....	<i>Stanley</i>	1
Revelle, Thomas Lewter.....	<i>Northampton</i>	4
Riddick, John Calhoun.....	<i>Halifax</i>	3
Riggs, Ollie Leonidas.....	<i>Durham</i>	2
Robertson, Clarence Homer.....	<i>Henly, Va.</i>	4
Roberson, Charley Meritt.....	<i>Rockingham</i>	1
Robinson, Mac Claudius.....	<i>Yancey</i>	1
Rodwell, Clyde Ethelbert.....	<i>Warren</i>	2
Rowe, Gussie W.....	<i>Chesterfield, S. C.</i>	1
Rowland, Gordon Bennett.....	<i>Warren</i>	2
Sasser, Tildon	<i>Stanly</i>	1
Savage, Robert R.....	<i>Norfolk, Va.</i>	3
Sawyer, Clyde Spurgeon.....	<i>Tyrrell</i>	2
Sawyer, Oscar Whaley.....	<i>Camden</i>	3
Scruggs, Fred Bobo.....	<i>Rutherford</i>	1
Scruggs, William Marvin.....	<i>Rutherford</i>	3
Sexton, Eddie Cleveland.....	<i>Martin</i>	1
Sharpe, Charles Ray.....	<i>Davidson</i>	4
Shepherd, Newton Jackson.....	<i>Halifax</i>	2
Sherrill, Coite L.....	<i>Catawba</i>	4
Sherrill, Wade Hampton.....	<i>Catawba</i>	3
Sherrin, M. Boyce.....	<i>Union</i>	1
Short, Richard T.....	<i>Brunswick, Va.</i>	1
Shugart, Floyd Caldwell.....	<i>Yadkin</i>	2
Simmons, Rommie Fay.....	<i>Cumberland</i>	1
Simpson, Martin Bland.....	<i>Pasquotank</i>	2
Singletary, W. W.....	<i>Lake City, S. C.</i>	1
Skaggs, Romulus	<i>Pennington Gap, Va.</i> ..	2
Sledd, Arthur Purefoy.....	<i>Wake</i>	1
Smethurst, Frank Austin.....	<i>Wake</i>	3
Smith, Clyde Franklin.....	<i>Mecklenburg</i>	1
Smith, Charlie George.....	<i>Chatham</i>	3
Smith, Edward Willingham.....	<i>Guilford</i>	2
Smith, Hugh Percival.....	<i>Florence, S. C.</i>	1
Smith, Junius Everett.....	<i>Chatham</i>	3

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Smith, Roy Stewart.....	Mecklenburg	4
Smoot, David Madison, Jr.....	Darlington, S. C.....	1
Sorrell, Commodore Russell.....	Wake	4
Speight, James A.....	Bertie	1
Spencer, Walter Lee.....	Hyde	2
Springer, Eugene Clifton.....	Mecklenburg	2
Stafford, Elias Eller.....	Wilkes	1
Stanley, Gaston Winslow.....	Columbus	1
Stanley, John George.....	Horry, S. C.....	3
Stephens, Gordon Van.....	Wake	1
Stephenson, Bennie D.....	Northampton	1
Stevenson, Adlai Ewing.....	Davidson	2
Stewart, Jones Arthur.....	Alexander	1
Stillwell, E. P.....	Jackson	1
Strawn, J. Arthur.....	Union	2
Stringfield, Oliver Linwood, Jr.....	Lexington, Mo.....	2
Stringfield, Peyton R.....	Pender	1
Sullivan, Eddie Flavel.....	Wake	5
Sustare, Beverly T.....	Mecklenburg	1
Sutton, Wesley Furguson.....	Mecklenburg	1
Swain, Wiseman James.....	Forsyth	1
Sweaney, Hunter McGuire.....	Rockingham	1
Tanner, Matthias Thomas.....	Northampton	4
Taylor, Rosser Howard.....	Nash	1
Thaxton, Bennie Adams.....	Person	4
Thomas, Joe Smith.....	Clarendon, S. C.....	2
Tolleen, Frank P.....	St. Paul, Minn.....	1
Trueblood, Charles Herman.....	Pasquotank	5
Tucker, Martin Luther.....	Stanly	1
Turner, Samuel Whitfield.....	Wake	2
Tyner, Carl Vann.....	Robeson	2
Underwood, Purdie Anderson.....	Cumberland	5
Underwood, Robert Earl.....	Franklin	2
Upchurch, Hugh Conway.....	Chatham	1
Utley, Philemon McGee.....	Wake	3
Vann, Herbert Moffett.....	Pittsylvania, Va.....	1
Vann, Junius R.....	Cumberland	2

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Vann, John Willard.....	Pittsylvania, Va.....	1
Vaughan, Charlie Morton.....	Warren	2
Voyles, Walter R.....	Cherokee	1
Waff, Joseph Judson.....	Nansemond, Va.....	3
Walker, Witcher Watkins.....	Rutherford	2
Wall, George Griffin.....	Davidson	4
Wallin, Jeter Newman.....	Madison	2
Ward, Ervin Lucius.....	Perquimans	2
Ward, Hugh David.....	Brunswick	3
Warlick, Alfred Caldwell.....	Cleveland	2
Watkins, Basil M.....	Wayne	2
Watkins, George Thomas, Jr.....	Wayne	4
Watson, John Franklin.....	Alexandria, Va.....	2
Weathers, Bahnson	Wake	1
Whicker, Joseph Hubert.....	Forsyth	2
Whitaker, Fleet Gaston.....	Henderson	2
White, Sidney Warren.....	Pasquotank	2
Whitehurst, Elijah Bell.....	Carteret	1
Whitehurst, Henry P.....	Craven	3
Whitley, B. G.....	Wake	1
Whitley, Caleb Jerome.....	Stanly	2
Wilkinson, Robert Watson, Jr.....	Wake	2
Williams, Edward Jerome.....	Union	1
Williams, Luther Carter.....	Orange	3
Williams, Martin Van Buren.....	Davidson	2
Williams, T. L.....	Wake	1
Williford, John M.....	Cumberland	1
Wishart, Ira Eli.....	Robeson	3
Winston, Marcellus Eaton.....	Franklin	5
Witherspoon, Emmet Elizia.....	Gaston	2
Woodall, Charles Lawrence.....	Wake	1
Wright, Numa E.....	Montgomery	3
Wyatt, Hubert Lee.....	Wake	2
Yates, Earl Preston.....	Wake	2
Yates, Oscar Raymond.....	Wake	2
Yates, Otis Webster.....	Chatham	2
Young, William Anderson.....	Davidson	2

Total, 432.

RECAPITULATION BY SCHOOLS.*

Latin	117
Greek	58
English	255
Modern Languages	124
Mathematics	143
Applied Mathematics and Astronomy.....	54
Chemistry	133
Physics	100
Biology	145
Philosophy	73
Political Science	341
Bible	50
Education	131
Law	300
Medicine	170

RECAPITULATION BY STATES.

North Carolina	384
South Carolina	23
Virginia	13
Georgia	5
Kentucky	2
Florida	1
Alabama	1
Texas	1
Missouri	1
Minnesota	1
China	1

Total..... 433

* Aggregate of classes in the schools.

Commencement, 1911

Wednesday Evening, May 17

THE BACCALAUREATE SERMON.

Rev. Harry Emerson Fosdick, Montclair, N. J.

Thursday Morning, May 18

THE LITERARY ADDRESS.

Rev. Harry Emerson Fosdick.

PRESENTATION OF MEDALS.

Philomathesian, by Hon. Leslie M. Davis, Beaufort, N. C.

Senior Orator's Medal, to C. T. Murchison.

Junior Orator's Medal, to C. R. Sharpe.

Sophomore Improvement Medal, to J. C. Brown.

Freshman Improvement Medal, to D. F. Mayberry.

Euzebian, by Rev. Clyde Turner, Greensboro, N. C.

Thomas Dixon Senior Orator's Medal, to C. I. Allen.

The J. L. Allen Medal, to J. H. Burnett.

Junior Orator's Medal, to R. R. Blanton.

Sophomore Orator's Medal, to V. H. McGuire.

Freshman Improvement Medal, to J. A. Martin.

Open to All Students, by President W. L. Poteat.

Thomas Dixon Essay Medal, to G. W. Johnson.

'Wake Forest Student' Essay Medal, to A. B. Ray.

'Wake Forest Student' Fiction Medal, to J. B. Eller.

Thursday Afternoon, May 18

CLASS DAY EXERCISES.

President, A. P. Gray.

Historian, G. W. Johnson.

Prophet, E. N. Wright.

Executor, T. J. Osborne.

Poet, H. W. Huntley.

Thursday Evening, May 18

ALUMNI ADDRESS.

Hon. Edwin Yates Webb, Shelby, N. C.

ANNUAL MEETING OF THE ALUMNI.

Refreshments served.

Friday Morning, May 19**ADDRESSES BY REPRESENTATIVES OF THE GRADUATING CLASS.**

W. G. Moore, of Caldwell County, N. C.
 C. T. Murchison, of Hancock County, Ga.
 J. C. Smith, of Guilford County, N. C.
 J. P. Tucker, of Buncombe County, N. C.
 J. R. Carroll, of Pitt County, N. C.
 J. B. Eller, of Buncombe County, N. C.

A. D. Ward Medal presented to J. P. Tucker.

Degrees**Master of Arts**

A. B. Combs.	A. B. Ray.	Gordon Poteat.
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Bachelor of Arts

G. L. Bailes.	J. A. Ellis.	C. T. Murchison.
J. G. Bell.	W. E. Futrell.	J. L. Olive.
W. D. Boone.	S. C. Garrison.	T. J. Osborne.
J. C. Brett.	A. D. Gore.	G. M. Rodwell.
N. B. Broughton, Jr.	A. P. Gray.	E. J. Rogers.
G. C. Buck.	E. A. Harrill.	D. F. Smith.
J. T. Cabiness.	L. Q. Haynes.	J. C. Smith.
A. C. Campbell.	T. A. Haywood.	R. A. Sullivan.
J. A. Campbell.	F. M. Huggins.	T. S. Teague.
L. H. Campbell.	H. W. Huntley.	J. P. Tucker.
J. R. Carroll.	E. B. Jenkins.	J. B. Vernon.
C. Castello.	G. W. Johnson.	H. A. Wallin.
J. M. Cheek.	R. A. McBrayer.	E. J. Woodall.
J. B. Copple.	R. H. McCutcheon.	I. C. Woodward.
J. B. Eller.	C. H. Mercer.	E. N. Wright.
	W. G. Moore.	

Bachelor of Science

C. I. Allen.	J. M. Davis.
L. T. Buchanan, Jr.	W. D. Rodgers, Jr.

Bachelor of Laws

J. H. Burnett.	Wheeler Martin, Jr.	J. B. Turner.
R. H. Lewis, Jr.	P. G. Sawyer.	H. P. Vinson.
J. C. McBee.		

Anniversary of the Literary Societies, 1912

On February 16th the Literary Societies held their Annual Celebration with the following program:

DEBATE—2:30 P. M.

William F. Crain, Phi., Pres.

Hugh C. Griffin, Eu., Sec.

QUERY:

Resolved, That the right to vote should not be restricted on account of sex.

Affirmative—Arthur T. Allen, Phi., Marlboro County, S. C.; Samuel Long, Eu., Union County.

Negative—Roy R. Blanton, Eu., Rutherford County; Junius C. Brown, Phi., Wake County.

Judges decided the Debate in favor of the Negative.

ORATIONS AND RECEPTION—7:30 P. M.

Wm. Marvin Scruggs, Eu., Rutherford County—"Medicine: Achievements and Call to Service."

S. Cecil Hilliard, Phi., Wake County—"The Unfinished Task of Education in North Carolina."

MARSHALS

F. Spurgeon Edwards, Chief, Eu., Madison County.

Oscar W. Sawyer, Camden County.

Robert B. Green, Rutherford County.

W. Troy Baucom, Chief, Phi., Union County.

A. Oscar Dickens, Nash County.

Percy C. Harward, Chatham County.

Matriculation

Candidates for admission must be at least fifteen years of age and be able to furnish satisfactory testimonials of good moral character; if coming from other incorporated institutions, they must be able to present certificates of honorable dismissal.

In matriculating the following order must be observed:

1. Consultation with the Committee on Entrance requirements.
2. Payment of fees in the Bursar's office the first day of the term.
3. Registration in the President's office the first day of the term.

No student is allowed to enter any class until he has completed his matriculation in the order specified.

Requirements for Admission

Students bearing the prescribed certificates of accredited academies will be admitted into the classes of the College without examination. Examinations, the scope of which is indicated below, will be required of all other students.

Entrance requirements are designated in terms of units. A unit represents a high school course extending throughout the school year with five weekly periods of not less than three-quarters of an hour each. Thus Algebra through quadratics and progressions, which is usually studied five periods weekly throughout two academic years, has the value of two units.

A minimum of fourteen units is required for admission to the College. Twelve and a half of these units are prescribed as follows:

English, 3 units;

Mathematics, 2 1-2 units;

Languages other than English, 4 units;

History, 2 units;

Science, 1 unit;

For the B.A. degree and for the B.S. degree in Medicine, with the exceptions noted in the next paragraph, the four units of Languages other than English must be Latin; for the B.S. degree in General Science and in Engineering, two of the units must be Latin and two Modern Languages.

For the B.A. degree in Civics and the B.S. degree in Medicine the student who elects Latin in the studies prescribed for the first two years of college work must present four units of entrance work in Latin. The student who does not elect Latin must satisfy the professors of the Latin department that his preparatory work in this subject has been satisfactorily done. A student who is a candidate for a degree in either Civics or Medicine may present one unit each of French and German in place of the last two units of entrance work in Latin.

The one and a half remaining units are elective, and may be chosen from any of the other academic studies given below; or they may be made up from advanced work offered in any of the prescribed studies given above.

Conditions

Students are urged to complete their preparation before coming to the College. A candidate may be admitted even though he has some deficiencies in preparation, but no student is received who is conditioned on more than four units of entrance work, nor will any be allowed to remain in College more than two years with entrance conditions.

To enable students to remove deficiencies in preparation one class each in Mathematics, English, French, German, and Greek, and two classes in Latin, are for the present retained under the supervision of members of the Faculty.

English

Preparation in English should keep two ends in view: (1) The ability to speak and to write the language readily and correctly; (2) The ability to read with intelligence and appreciation.

1. *Grammar and Rhetoric.* 1 unit.

This course is required for admission into any college class.

The candidate must, first of all, be able to spell, capitalize, and punctuate correctly. He must further show a practical knowledge of English grammar, including inflection, syntax, and sentence-structure; and familiarity with the elementary principles of rhetoric, including paragraph-structure, narration, and description.

No candidate will be accepted in English whose work is seriously defective in point of spelling, punctuation, grammar, or division into paragraphs.

Two lists of books are given,—one for study, the other for reading. The examination on the books for study and practice (a) will presuppose the thorough study of each of the books named. The examination will be upon subject-matter, form and structure.

The second list (b) contains books to be read out of class. The candidate will be required to present evidence of a general knowledge of the subject-matter of these books, and to answer simple questions on the lives of the authors. The form of examination will usually be the writing of a paragraph or two on each of several topics, to be chosen by the candidate from a considerable number—perhaps ten or fifteen—set before him in the examination paper. The treatment of these topics is designed to test the candidate's power of clear and accurate expression, and will call for only a general knowledge of the substance of the books.

FOR 1912-1915.

(a) REQUIRED FOR STUDY AND PRACTICE. 1 UNIT.

Shakespeare's *Macbeth*; Milton's *Comus*, *L'Allegro*, and *Il Penseroso*, or Tennyson's *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*; Macaulay's *Life of Johnson*, or Carlyle's *Essay on Burns*; Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*.

(b) REQUIRED FOR READING. 1 UNIT.

Group 1 (two books to be selected). The *Old Testament*, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; the *Odyssey*, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; the *Iliad*, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; Virgil's *Æneid*. The *Odyssey*, *Iliad*, and *Æneid* should be read in English translations of recognized literary excellence.

For any book of this group a book from any other group may be substituted.

Group 2 (two books to be selected). Shakespeare's *Merchant of Venice*; *Midsummer Night's Dream*; *As You Like It*; *Twelfth Night*; *Henry the Fifth*; *Julius Caesar*.

Group 3 (two books to be selected). Defoe's *Robinson Crusoe*, Part I; Goldsmith's *Vicar of Wakefield*; Scott's *Ivanhoe*; Scott's *Quentin Durward*; Hawthorne's *House of the Seven Gables*; Dickens' *David Copperfield*; Dickens' *Tale of Two Cities*; Thackeray's *Henry Esmond*; Mrs. Gaskell's *Cranford*; George Eliot's *Silas Marner*; Stevenson's *Treasure Island*; Blackmore's *Lorna Doone*.

Group 4 (two books to be selected). Bunyan's *Pilgrim's Progress*, Part I; *The Sir Roger de Coverley Papers* in the *Spectator*; Franklin's *Autobiography* (condensed); Irving's *Sketch Book*; Macaulay's *Essays on Lord Clive* and *Warren Hastings*; Thackeray's *English Humourists*; Parkman's *Oregon Trail*; Thoreau's *Walden*; Stevenson's *Inland Voyage* and *Travels with a Donkey*; Carlyle's *Heroes and Hero Worship*.

Group 5 (two books to be selected). Palgrave's *Golden Treasury (First Series)*, Books II and III, with especial attention to Dryden, Collins, Gray, Cowper and Burns; Gray's *Elegy in a*

Country Churchyard and Goldsmith's *Deserted Village*; Coleridge's *Ancient Mariner* and Lowell's *Vision of Sir Launfal*; Scott's *Lady of the Lake*; Byron's *Childe Harold*, Canto IV, and *Prisoner of Chillon*; Palgrave's *Golden Treasury* (*First Series*), Book IV, with especial attention to Wordsworth, Keats, and Shelley; Poe's *Raven*, Longfellow's *Courtship of Miles Standish*, and Whittier's *Snow Bound*; Macaulay's *Lays of Ancient Rome* and Arnold's *Sohrab and Rustum*; Tennyson's *Princess*; Longfellow's *Evangeline*; Browning's *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *Hervé Riel*, *Pheidippides*, *My Last Duchess*, *Up at a Villa—Down in the City*.

Latin

I. Amount and Range of the Reading Required

1. The Latin reading required of candidates for admission to college, without regard to the prescription of particular authors and works, shall be not less *in amount* than Cæsar, Gallic War, I-IV; Cicero, the orations against Catiline, for the Manilian Law, and for Archias; Virgil, *Æneid*, I-VI.

2. The amount of reading specified above shall be selected by the schools from the following authors and works: Cæsar, Gallic War and Civil War; Nepos, Lives; Cicero, Orations, Letters and De Senectute; Sallust, Catiline and Jugurthine War; Virgil, *Bucolics*, *Georgics* and *Æneid*; Ovid, *Metamorphoses*, *Fasti*, and *Tristia*.

The following credits are given:

(a) GRAMMAR AND COMPOSITION.—Mastery of forms, vocabularies, principal parts of verbs, idioms and rules of syntax found in such beginners' books as Potter's, Collar and Daniell's, Inglis and Prettyman's, and Bennett's. Also ability to write simple Latin prose based on the vocabularies and rules of syntax given in these books. 1 unit.

(b) CÆSAR: Gallic War.—One complete year, 5 recitations a week, covering three to five books of the text, with composition and grammar. 1 unit.

(c) CICERO.—Orations for the Manilian Law and for Archias and three or four other orations. Twenty-five pages of the letters may be substituted for one oration. Composition and grammar, 1 year, 5 recitations a week. 1 unit.

(d) SALLUST.—Catiline and Jugurthine War, with composition and grammar. $\frac{1}{2}$ year, 5 recitations a week. $\frac{1}{2}$ unit. -

(e) NEPOS.—Lives, with composition and grammar. 5 recitations a week. $\frac{1}{2}$ year, $\frac{1}{2}$ unit; 1 year, 1 unit.

(f) VIRGIL: Æneid.—Five or six books with prosody, composition and grammar. The Bucolics and the Georgics in whole or in part may be substituted for an equivalent amount of the Æneid. 1 complete year, 5 recitations a week. 1 unit.

(g) OVID.—Selections from the Metamorphoses, Fasti, and Tristia, with prosody, composition and grammar. $\frac{1}{2}$ year, 5 recitations a week. $\frac{1}{2}$ unit.

(h) CICERO.—De Senectute, with composition and grammar. $\frac{1}{2}$ year, 5 recitations a week. $\frac{1}{2}$ unit.

II. Subjects and Scope of the Examinations

1. *Translation at Sight.* Candidates who do not present satisfactory certificates will be examined in translation at sight of both prose and verse. The vocabulary, construction, and range of ideas of the passages set will be suited to the preparation secured by the reading indicated above.

2. *Prescribed Reading.* Candidates will be examined also upon the following prescribed reading: Cicero, Oration for the Manilian Law and Oration for Archias; Virgil, Æneid, I, II, and either IV or VI at the option of the candidate, with questions on subject-matter, literary and historical allusions, and prosody. Every paper in which passages from the prescribed reading are set for translation will contain also one or more passages for translation at sight; and candidates must deal satisfactorily with both these parts of the paper, or they will not be given credit for either part.

3. *Grammar and Composition.* The examinations in grammar and composition will demand thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read in school, with ability to use this knowledge in writing simple Latin prose. The words, constructions, and range of ideas called for in the examinations in composition will be such as are common in the reading of the year, or years, covered by the particular examination.

Suggestions Concerning Preparation

Exercises in translation at sight should begin in school with the first lessons in which Latin sentences of any length occur and should continue throughout the course with sufficient frequency to insure correct methods of work on the part of the student. From the outset particular attention should be given to developing the ability to take in the meaning of each word—and so, gradually, of the whole sentence—just as it stands; the sentence should be read and understood in the order of the original, with full appreciation of the force of each word as it comes, so far as this can be known or inferred from that which has preceded and from the form and the position of the word itself. The habit of reading in this way should be encouraged and cultivated as the best preparation for all the translating that the student has to do. No translation, however, should be a mechanical metaphor. Nor should it be a mere loose paraphrase. The full meaning of the passage to be translated, gathered in the way described above, should finally be expressed in clear and natural English.

A written examination can not test the ear or tongue, but proper instruction in any language will necessarily include the training of both. The school work in Latin, therefore, should include much reading aloud, writing from dictation,

and translation from the teacher's reading. Learning suitable passages by heart is also very useful, and should be more practiced.

The work in composition should give the student a better understanding of the Latin he is reading at the time, if it is prose, and greater facility in reading. It is desirable, however that there should be systematic and regular work in composition during the time in which poetry is read as well; for this work the prose authors already studied should be used as models.

Greek

1. Xenophon's *Anabasis*, Book I. chaps. i-viii. The candidate will be expected to show a thorough mastery of forms, constructions, and idioms such as are found in the prescribed portion of Xenophon, and to be able to write at sight simple Attic prose. 1 unit. Required for entrance to Greek 1.

2. *Anabasis*, Books II-IV, or Books II-III of the *Anabasis* and one book of Herodotus. The candidate will be expected to be able to write prose based on the vocabulary and constructions of the *Anabasis*. 1 unit.

Mathematics

1. *Algebra*. 2 units.

Knowledge of Elementary Algebra and of College Algebra (each studied one year) as far as logarithms, including factoring, common divisors, fractions, involution and evolution, theory of exponents, radicals, quadratics, progressions, and the binomial theorem.

2. *Geometry*. 1-2 unit.

Knowledge of Five Books of Plane Geometry—embracing the relation of straight lines, properties of rectilinear figures, the circle and related lines and angles, similar polygons, areas, regular polygons, and the measure of the circle.

Modern Languages

German. 1 unit.

(1) Thorough drill in pronunciation; (2) a practical knowledge of inflections and elementary principles of syntax; (3) the reading of not less than 350 pages of easy German prose and verse.

French. 1 unit.

(1) Thorough drill in pronunciation; (2) a practical knowledge of inflections and the elementary principles of syntax; (3) the reading of not less than 350 pages of easy French prose.

Political Science

Geography.

In the preparation of students for the study of history, special emphasis should be placed on geography. The drawing of maps and the tracing of campaigns are very important. Both physical and political geography should receive attention. The student should be able to draw the maps usually found in school histories.

General History. 1 unit.

Thorough drill in the great events of the historic nations of the world. For Ancient History: Goodspeed's "History of the Ancient World" or West's "Ancient History" or Myers' "Ancient History." For Medieval and Modern History: Myers' "Medieval and Modern History." However, any good text-book on General History, of not less than 500 pages, will be accepted.

English History. 1-2 unit.

The student should be familiar with the leading events in

English history, such as may be found in Cheney's "A Short History of England."

United States History. 1-2 unit.

The student should be familiar with the history of the United States as told in a text-book of not less than 300 pages.

Science

Physical Geography. 1-2 unit.

The entrance requirements in this subject include such elementary knowledge as may be obtained from a text-book like Tarr and McMurray's "New Physical Geography."

Physiology. 1-2 unit.

Preparation in human physiology should embrace the knowledge of the gross structure of the chief organs of the body and their functions in health, together with the general principles of personal and public hygiene. Such a book as Martin's "Human Body," Elementary Course, might be used in this course. No credit can be given for work in Elementary physiology done in the grammar school grades.

Zoology. 1-2 unit.

The entrance requirements in this subject will be met by such a knowledge of animal structure and animal activities as may be obtained by the study of a manual like Jordan and Kellogg's "Animal Forms." The actual observation and study of specimens should be insisted upon.

Botany. 1-2 unit.

To meet the requirements in botany the student should know the general structure and functions of the great groups of plants, specimens of which he should study in a laboratory course. A serviceable text-book for this preparation is Bergen's "Elements of Botany."

Physics. 1-2 unit.

Entrance requirements in Physics will be met by the knowledge that may be acquired of the subject from the study of Hoadley's "Brief Course in Physics" or some book of similar grade.

Admission to Advanced Standing

Students bringing proper certificates of work done in other colleges of good standing will be given advanced credit for such work without examination, on the approval of the professor in whose department the advanced credit is sought, but at least one year's residence at the College will be required of every candidate for a baccalaureate degree. To students coming from secondary schools credit for advanced standing will be given only after examination, or the satisfactory completion of other work in the department in which credit is sought.

Schools

Instruction is given in the following Schools:

I. LATIN LANGUAGE AND LITERATURE.

II. GREEK LANGUAGE AND LITERATURE.

III. ENGLISH LANGUAGE AND LITERATURE.

IV. MODERN LANGUAGES.

1. French Language and Literature.
2. German Language and Literature.
3. Spanish Language and Literature.

V. MATHEMATICS.

1. Solid Geometry and Trigonometry.
2. Analytic Geometry.
3. Differential and Integral Calculus.

VI. APPLIED MATHEMATICS AND ASTRONOMY.

VII. CHEMISTRY.

1. General Chemistry.
 - (a) Inorganic Chemistry.
 - (b) Organic Chemistry.
2. Applied Chemistry.

VIII. BIOLOGY.

1. General Biology.
2. Botany.
3. Zoology.
4. Elementary Physiology.
5. Geology.

IX. PHYSICS.

X. PHILOSOPHY.

1. Psychology.
2. Ethics.
3. Logic.
4. History of Philosophy.

XI. POLITICAL SCIENCE.

1. History.
2. Political Economy.
3. Constitutional Government.
4. Sociology.

XII. THE BIBLE.

XIII. EDUCATION.

XIV. LAW.

1. Common and Statutory Law.
2. Equity and Equity Jurisprudence.
3. Constitutional Law.

XV. MEDICINE.

1. Anatomy.
2. Physiology.
3. Biology.
4. Inorganic Chemistry.
5. Physics.
6. Histology.
7. Organic Chemistry.
8. Physiological Chemistry.
9. Pharmacology.
10. Bacteriology.
11. Pathology.

XVI. PHYSICAL CULTURE.

I. SCHOOL OF LATIN LANGUAGE AND LITERATURE.

Professor H. McN. Poteat.

Professor Paschal.

Instructor Bullard.

Instructor Huggins.

Instructor Marsh.

To give the student ability to read and interpret the masterpieces of Latin literature with accuracy and ease is the

primary purpose of this Department. This can be gained only by a thorough mastery of the inflections, general structure, and peculiar idioms of the language. Therefore these matters are the subject of constant drill, while frequent tests both oral and written, are made of the student's ability to translate. The passages set for this purpose are often at sight, but uniform in character with the text studied in class. The examinations sometimes consist altogether of sight work.

COURSE ob.—Five hours weekly.

CICERO.—Orations. Composition and Grammar. Designed for those students who enter conditioned on Latin. No credit is given for this course except on entrance deficiencies.

COURSE oa.—Five hours weekly.

VIRGIL.—Æneid. Grammar and Composition. Designed for those students who enter conditioned on Latin. No credit is given for this course except on entrance deficiencies.

COURSE I.—Five hours weekly. Prescribed for the B.A. degree. Admission to this class is by examination or certificate, but no student will be allowed to remain in the class if it becomes evident that he is not prepared for the work.

COMPOSITION AND GRAMMAR.—Bradley's Arnold's Prose; Allen and Greenough's Grammar; original exercises.

LIVY.—Books I and II or XXI and XXII. Fall Term.

CICERO.—Select letters; Cato Major; Lectures on Cicero and his times. First ten weeks of Spring Term.

HORACE.—Odes and Epodes (Shorey and Laing). Second ten weeks of Spring Term.

COURSE 2.—Three hours weekly.

COMPOSITION AND GRAMMAR.—Bradley's Arnold's Prose; Allen and Greenough's Grammar; original exercises in the more difficult principles of Syntax.

TACITUS.—Germania and Agricola. Fall Term.

HORACE.—Satires and Epistles. First ten weeks of the Spring Term.

MARTIAL AND JUVENAL.—Second ten weeks of the Spring Term.

Lectures on Roman Life.

COURSE 3.—Three hours weekly.

Lectures on Roman Literature, with readings.

Roman Literature of the Republic. Fall Term.

Roman Literature of the Empire. Spring Term.

COURSE 4.—Two hours weekly. Open to those students whose tastes lead them to special attainments in Latin, and to those who contemplate teaching.

The elements of Latin and how to present them. Syntactical analysis of one book of Cæsar's *De Bello Gallico*, one oration of Cicero, and one book of Virgil's *Æneid*. Brief resumé of Roman History and the History of Roman Literature.

COURSE 5.—Two hours weekly.

Roman Comedy and Satire.

Rapid reading of selected plays of Plautus and Terence. Roman Wit and Humor. Fall Term.

Readings from Horace, Persius, Juvenal, Petronius. The origin and development of Satire. Spring Term.

II. SCHOOL OF GREEK LANGUAGE AND LITERATURE.

Professor Royall.

Professor Paschal.

COURSE 0.—Elementary Greek. Five hours weekly. Greek Grammar and one book of Xenophon's *Anabasis*. Designed for students who have taken no Greek before matriculating. No credit is given for this course except on entrance deficiencies.

COURSE 1.—Five hours weekly. Elective.

XENOPHON.—Books 2, 3 and 4 of the *Anabasis*; exercises based upon the text recently read, and arranged with a view to thorough drill in syntax, partly without a manual and partly in the use of Bonner's or Gleason's *Greek Prose Composition*, references being principally to Goodwin's *Greek Grammar* and Liddell and Scott's *Greek-English Lexicon* (Intermediate).

HERODOTUS.—Selections from representative stories and from the history of the Persian invasions of Greece under Darius and Xerxes.

Botsford's *History of Greece*.

COURSE 2.—Three hours weekly. Elective.

ATTIC ORATORS.—Four orations of Lysias; Selections from Isocrates and Demosthenes; Greek Rhetoric; Athenian Legislative Bodies and Courts; original exercises, based chiefly on Lysias.

HOMER.—Two books of the *Iliad* and two of the *Odyssey*; outline study of each poem as a whole, with use of the abridged version of the *Iliad* by Lang, Leaf, and Myers, and of the *Odyssey* by Butcher and Lang.

LITERATURE.—Jebb's *Primer of Greek Literature*; Capps's "From Homer to Theocritus"; informal lectures.

COURSE 3.—Three hours weekly. Elective.

DRAMA.—One tragedy of Sophocles; selections from Æschylus, Euripides and Aristophanes; Lectures on the Drama; Rhythmic and Metric.

PLATO.—*Apology* and *Crito*; selections from *Phædo* and other dialogues; Lectures on Greek Philosophy.

COURSE 4.—Three hours weekly. Elective.

One of the following courses:

HOMER.—Reading and critical study of the entire *Iliad* or *Odyssey*.

PLATO.—The *Republic*—the whole work being carefully read.

Ten plays from Æschylus, Sophocles, and Euripides.

III. SCHOOL OF MODERN LANGUAGES.

Professor Gorrell.

The subjects taught in this School are the German, French, and Spanish languages and literatures.

The first year course provides a thorough training in grammar and syntax and requires three or four hundred pages of reading, sufficient to enable the student to translate these languages with accuracy and ease.

By the generosity of Mrs. W. H. Wiggs, of Atlanta, the Department is furnished with a full phonographic outfit for conversational French and Spanish. It has been found by experience that thorough mastery of the sounds reproduced by the phonograph is of great value in securing facility of utterance and accuracy of pronunciation.

Students offering the equivalent of French I or German I, done in the high schools, will be required to stand an examination on these subjects at or near the beginning of the session.

All students who take French I or German I must either present satisfactory certificates of having done the equivalent of French O or German O, or take the latter courses in College.

OUTLINE OF COURSES FOR 1912-1913.

German

GERMAN O.—(Counts only among requirements for admission.) Five hours a week during the year.

GRAMMAR AND COMPOSITION.—Bacon's German Grammar. Oral and written exercises.

READING.—Hewett's German Reader. Bacon's Im Vaterland.

GERMAN 1.—Five hours a week during the year.

GRAMMAR AND COMPOSITION.—Bacon's German Grammar. Oral and written exercises.

PROSE AND VERSE.—Bacon's *Im Vaterland*. Schiller's *Wilhelm Tell*. Goethe's *Hermann und Dorothea*. Heine's *Harzreise*.

GERMAN 2.—Three hours a week.

COMPOSITION.—Joynes' German Grammar.

CLASSICAL LITERATURE.—Lectures on German literature up to the New High German period, followed by extensive readings from the works of Lessing, Goethe, Schiller, and Heine.

SCIENTIFIC GERMAN.—Two hours a week.

A course of reading in German Science; Gore's German Science Reader; Brandt and Day's Scientific German Readings.

French

FRENCH 0.—(Counts only among requirements for admission. Five hours a week during the year.

GRAMMAR AND COMPOSITION.—Aldrich and Foster's Elementary French. Oral and written exercises.

READING.—Kuhns' French Reading for Beginners. Dumas' *Le Comte de Monte Cristo*.

FRENCH 1.—Five hours a week during the year.

GRAMMAR AND COMPOSITION.—Aldrich and Foster's Elementary French. Written exercises and blackboard drill.

PROSE AND VERSE.—Malot's *Sans Famille*; Hugo's *Les Misérables*; Sand's *La Mare au Diable*.

COURSE 2.—Three times a week.

COMPOSITION.—Higher grammatical drill.

LITERATURE.—The study of French fiction of the nineteenth century. Extensive readings from the works of Dumas, Hugo, Balzac, Merimee, Maupassant, Halevy, Daudet, Zola, etc.

Spanish

COURSE I.—Three hours a week.

COMPOSITION.—De Tornos' Spanish Method.

PROSE AND VERSE.—Ramsey's Spanish Reader, Galdos' *Dona Perfecta*; Alarcon's *El Capitan Veneno*.

IV. SCHOOL OF ENGLISH.

Professor Sledd.

Associate Professor Hubbell.

Requirements for admission to this Department are given on p. 44.

Students admitted on certificate to Course I, whose work is found to be seriously deficient in the elementary principles of composition,—spelling, grammar, punctuation, and paragraphing,—will be required to make up the deficiency under a tutor.

COURSE I.—Three hours a week. Prescribed for the B.A. and the B.S. degree. *Professor Hubbell.*

RHETORIC AND COMPOSITION.—The fall term.—After a brief review of English grammar, in which Earle's *Sentences and Their Elements* is used as a text, this term is given to the study of composition. Herrick and Damon's *Composition-Rhetoric* (Revised) serves as the basis of the classroom work; but the special emphasis of the course is laid upon practice. On the average, two themes a week are handed in; the theme work is supplemented by occasional classroom exercises, both oral and written. Considerable emphasis is laid upon argumentation; and the instructor endeavors to aid in every way the members of the class in their work in the Literary Societies.

LITERATURE.—The spring term.—Long's History of English Literature, Newcomer and Andrews' Twelve Centuries of English Poetry and Prose, and Gayley's Classic Myths. Two plays of Shakespeare. One theme a week.

PARALLEL READING.—This part of the course is intended to serve the double purpose of familiarizing the student with prose masterpieces of English literature, and of illustrating the principles of composition. This work extends over both terms and involves the study of the Essay, the Short Story, and the Novel. Twenty masterpieces are read during the year; and of these the student is required to write abstracts and criticisms at the direction of the instructor. Students are credited with books read beyond requirements for entrance. The following is the list of books to be read in 1912-1913: Pilgrim's Progress, Macaulay's Essay on Bunyan, The Sir Roger de Coverley Papers, Robinson Crusoe, Gulliver's Travels, Vicar of Wakefield, English Humourists, Henry Esmond, Macaulay's Life of Johnson, three of Scott's novels, Heroes and Hero Worship, Lorna Doone, Silas Marner, Tale of Two Cities, Old Testament Narratives, Sesame and Lilies, Treasure Island, Confessions of an Opium Eater, Tom Brown's School Days, Great English Short Stories, two plays of Shakespeare.

COURSE 1a.—Elementary Argumentation. One hour a week. Elective for B.A. degree. Open to all students, but designed primarily for first and second year men.

Professor Hubbell.

The purpose of the course is to supplement the work of the College Literary Societies. The work consists largely of debates, both oral and written, with particular attention to the questions debated in the Societies; but some attention is given also to declamation, reading aloud, and preparing speeches for special occasions. Foster's Essentials of Exposition and Argument and Shurter's Public Speaking, supplemented by parallel reading, are the text-books; but the emphasis is on the writing and delivery of speeches.

COURSE 2.—Three hours a week. Prescribed for the B.A. degree. Students who apply for admission to this course

will be required to stand an examination on all the subjects of Course 1. *Professor Sledd.*

SHAKESPEARE.—Critical study of the *Midsummer Night's Dream*, *Romeo and Juliet*, *Hamlet*, *Lear*, *Othello*, *Macbeth*, and *The Tempest*. Thirteen other plays are assigned for private reading and examination. The *Temple Shakespeare* is used in classroom, the *Cambridge Shakespeare* (Neilson) for outside reading. Macmillan's *Introduction to Shakespeare*. A set of *Furness' Variorum Edition* is accessible to students.

MILTON.—Rapid review of the *Minor Poems* and their mythology; careful study of the first six books of *Paradise Lost*, with readings from the remaining books; *Samson Agonistes* as a specimen of the *Classical Drama in English*. The *Cambridge Milton*. A good classical dictionary is necessary.

NINETEENTH CENTURY POETS.—Special study of *Wordsworth* and *Tennyson*.

COURSE 3.—Three hours a week. Elective to those who have completed Course 2. Some special form, or period, of literature is made the subject of extended study. The subject chosen for 1912-1913 is *American Literature*. Students who elect this course will be required to purchase a considerable number of books. *Professor Sledd.*

GENERAL HISTORY OF AMERICAN LITERATURE.—Some brief manual, such as that of Halleck, serves as the basis of lectures, while the student is required to read regularly in the works of *Barrett Wendell*, *Tyler*, *Trent*, *Richardson*, and *Stedman*.

PIONEER, COLONIAL, AND REVOLUTIONARY LITERATURE.—*Trent and Wells' Selections* (3 vols.), assigned reading in *Stedman's Library of American Literature*; *Macmillan's Early American Speeches and Epoch-making Papers*, *Woolman's Journal*, *Franklin's Autobiography*, *State Papers of Jefferson*, *Madison*, and *Hamilton*.

EARLY AMERICAN POETS.—Selected from *Stedman's Library of American Literature*.

EARLY PROSE WRITERS.—Selections from Stedman. Special study of Irving and Cooper.

NEW ENGLAND POETS.—Bryant, Emerson, Longfellow, Whittier, Holmes, and Lowell, in Page's Chief American Poets.

NEW ENGLAND PROSE WRITERS.—Emerson, Holmes, and Thoreau. Garnett's Life of Emerson.

HAWTHORNE.—Practically all of Hawthorne. Reading in Hawthorne and His Wife, and Lives by James, Woodberry, and Conway.

POE.—Some eight weeks will be given to Poe as poet, story-writer, and critic. Reading in Lives by Woodberry, Harrison, and others.

WHITMAN.—Selections in Page's Chief American Poets, supplemented by reading in Whitman's Prose. Perry's Life of Whitman.

LITERATURE IN THE SOUTH.—Trent's Southern Writers, with special consideration of Timrod, Hayne, Simms, and Sidney Lanier. Reading in Trent's Life of Simms and Mimms's Life of Lanier.

COURSE 4.—Three hours a week. Elective to those who have completed Course 2. Students may elect either 4a or 4b. Each course continues through the year.

4a.—The general purpose of this course is to give the student a knowledge of the principles of speech-writing. The instructor endeavors to supplement the work of the Literary Societies; hence the emphasis is on the preparation and writing rather than the delivery of speeches. *Professor Hubbell.*

The Fall Term.—Argumentation. Foster's Argumentation and Debating and Baker's Specimens of Argumentation are studied carefully. Many written and oral exercises are required; and a considerable amount of parallel reading is done in the speeches of Webster, Calhoun, Lincoln, Burke, and others.

The Spring Term.—After a brief study of the Oration, with Shurter's The Rhetoric of Oratory as the text, the work of this term is given to the study of the special forms of public

speech other than the argument and the oration. Knapp and French's *The Speech for Special Occasions* and Baker's *The Forms of Public Address* are studied. Frequent oral and written exercises are required; and Sears's *The History of Oratory* and the speeches of the great orators are read as parallel.

4b.—This is essentially a course in writing. An effort is made to develop in the student a sense of style. The study of masterpieces and practice in composition go hand in hand. *Professor Sledd.*

THE SHORT STORY.—The manuals of Albright, Brander Matthews, Esenwein, and Bliss Perry supply critical material. For study and practice, various collections of the short story are used, together with the current magazines.

THE ESSAY.—Bronson's *English Essays*, supplemented by material from English and American magazines.

LITERARY CRITICISM.—Lectures, and reading in Winchester's *Principles of Literary Criticism*, Payne's *American Criticism*, Vaughan's *English Criticism*, Cooper's *Theories of Style*, Brewster's *Modern English Literary Criticism*.

COURSE 5.—Two hours a week. Elective. Open to those who have completed Course 2. Adapted especially to the needs of those who purpose becoming teachers of English. *Professor Hubbell.*

OLD ENGLISH.—Cook's *First Book of Old English*, Bright's *Anglo-Saxon Reader*, Stopford Brooke's *Early English Literature*.

CHAUCE.—The *Globe Chaucer*, Pollard's *Primer of Chaucer*.

COURSE 6.—Two hours a week. Elective to those who have completed Course 2. *Professor Sledd.*

BROWNING.—Representative dramas and poems are studied, including *The Ring and the Book*. The *Camberwell Edition*, Sharp's *Life of Browning*, and Stopford Brooke's *The Poetry of Browning*.

V. SCHOOL OF MATHEMATICS.

*Emeritus Professor Mills.**Professor Lanneau.**Professor Lake.**Associate Professor Jones.*

COURSE 1.—Five hours weekly. Prescribed for the B.A. and the B.S. degree. To take this course the student must show that he has completed at least one year's work on Elementary Algebra and one year's work on Higher or College Algebra; and that he is familiar with the Laws of Exponents, Radical Expressions, Quadratic Equations, Progressions, and the Binominal Theorem. He must also show that he has thoroughly mastered the Five Books of Plane Geometry.

FALL TERM.—Solid Geometry, and original exercises in Plane Geometry.

SPRING TERM.—Plane and Spherical Trigonometry three hours a week. Review of College Algebra two hours a week.

TEXT-BOOKS.—Phillips and Fisher's Geometry, Gore's Trigonometry, Wentworth's College Algebra.

COURSE 2.—Three hours weekly. A satisfactory examination on the work of Course 1 must be passed before a student will be allowed to take this course.

FALL TERM.—Analytic Geometry—Loci, the Line, the Circle, Systems of Coördinates.

SPRING TERM.—Analytic Geometry continued—the Parabola, Ellipse, Hyperbola, Higher Plane Curves, Figures in Space.

TEXT-BOOK.—Wentworth's Analytic Geometry.

COURSE 3.—Two hours weekly. For entrance on this course satisfactory examinations on Courses 1 and 2 are required.

FALL TERM.—Differential Calculus.

SPRING TERM.—Integral Calculus.

TEXT-BOOK.—Nichols' Calculus.

VI. SCHOOL OF APPLIED MATHEMATICS AND ASTRONOMY.

Professor Lanneau.

The subjects taught in this school are: Land Surveying, Mechanical Drawing, Descriptive Geometry, and Astronomy.

THE OBSERVATORY.

Is well located. Its dome rotates easily. Its 5-inch telescope is unusually complete in adjusting gear, is equatorially mounted, and is moved by clock-work to synchronize with the stars. The more important attachments provided are: a Helioscope, a Filar-Position Micrometer, and a Spectroscope.

THE FIELD OUTFIT.

Includes instruments of best grade—Surveyor's Compass, with Vernier and Out-keeper; Steel Chains and Pins; Ranging Rods; Engineer's Level with 20-inch Telescope; Leveling Rods, reading to one-thousandth of a foot; Sextant and Mercurial Horizon; Surveyor's Transit, with vertical arc, stadia, latitude level, and solar attachment.

THE DRAFTING ROOM.

Is equipped with good tables with locked drawers for instruments and materials.

COURSE I.—*Compass Surveying, Leveling and Mechanical Drawing.*—Four hours a week in recitation and drawing, and two hours a week in field work. Counting five in the requirements for degree.

To enter this course a good knowledge of Trigonometry is required. It includes the exact adjustment of the various instruments as well as their use in the field.

The field work embraces problems of heights and distances; surveys and resurveys; the dividing of land as required, surface section and cross-section, leveling, etc.

Special attention is given to office work—plotting the field notes, and calculating and discussing results.

TEXT-BOOKS.—Barton's *Surveying*, Anthony's *Mechanical Drawing*.

COURSE 2.—*Transit Surveying and Descriptive Geometry*.—

Four hours a week in recitation and drawing, and two hours a week in field work. Counting five in the requirements for degree.

FALL TERM.—*Transit Surveying, Descriptive Geometry, Orthographic Projection Drawing*.

SPRING TERM.—*Transit Surveying, Descriptive Geometry, Curved Surface Drawing*.

TEXT-BOOKS.—Barton's *Surveying*, Church and Bartlett's *Descriptive Geometry*.

COURSE 3.—*Astronomy*.—Three hours a week the entire session.

To take this course requires familiarity with Mathematics, and Physics I. It embraces, however, more of the physical than of the mathematical—more of the "New Astronomy." The subject is developed by frequent lectures, by telescopic and outdoor observations, and by classroom illustrations with the Professor's recently designed apparatus called the Cosmoid.

The aim in this course is—by text, lecture, telescope, and Cosmoid—to acquaint the student with stellar facts and cosmic theories, and to lead him into a satisfactory and ennobling knowledge of the material universe.

TEXT-BOOK.—Young's *Manual of Astronomy*.

REFERENCES.—Young's *General Astronomy*, The *Nautical Almanac*, Langley's *New Astronomy*, Moulton's *Introduction to Astronomy*, Loomis's *Practical Astronomy*.

VII. SCHOOL OF CHEMISTRY.

*Professor Brewer.**Instructor Huntley.**Instructor Smith.*

COURSE 1.—A year's course of descriptive chemistry, consisting of both classroom and laboratory work. Three hours a week for lecture and recitation, and two hours a week for laboratory work throughout the year. Prescribed for the B.A. and B.S. degrees.

LECTURES AND RECITATIONS.—These include discussion of the more common metals and nonmetals and their compounds. Fundamental principles of the science are presented as far as possible with a class taking the subject for the first time. Theory is discussed after the facts on which it rests. With this in view, a few typical elements are selected for study which are not only inherently interesting and important, but also furnish data needed in the statement of laws and theories. After this introduction, the order of study is that required by the Periodic Law. Lectures are illustrated as fully as possible by experiments. Weekly written quizzes are given.

LABORATORY.—Each student is required to have a set of apparatus and to make experiments for himself, with the aid of the manual. Instructors are always present to aid in case of necessity. In setting up his own apparatus and collecting the necessary chemicals, he becomes intimately acquainted with every detail of the experiment. A careful record of laboratory work is required. This must be made while the experiment is going on, and submitted to an instructor for examination and criticism. The time is devoted to the preparation of the elements and some of their compounds and to the determination of their properties. The last few weeks of the session are given to a brief introductory course in qualitative analysis.

COURSE 2.—A year's course in organic chemistry. Two hours a week for lecture and recitation, and four hours a

week for laboratory work throughout the year. Elective, counting four in the degree courses. Course 1 is prerequisite.

LECTURES AND RECITATIONS.—These are devoted to the discussion of the hydrocarbons and their derivatives. The subject is studied from both its practical and theoretical points of view. While time is given to the consideration of the structure and relations of organic compounds, proper emphasis is also placed upon the study of the occurrence, manufacture, properties, and applications of commercial products, including such common substances as chloroform, ether, alcohol, beverages, vinegar, glycerine, nitro-glycerine, fats, soaps, sugar, starch, cellulose, guncotton, benzene, carbolic acid, aniline dyes, indigo, alkaloids, etc., etc.

LABORATORY.—For the first five months time is given to qualitative analysis. After preliminary study of the reactions involved and the methods of separation and identification of the more common metals and acids, each student is given a different series of mixtures of unknown substances and required to ascertain by analysis the content of each. The remaining four months are devoted to the preparation of organic compounds illustrating the lectures of this course.

COURSE 3—A laboratory course in quantitative analysis. Eight hours of laboratory work per week for the year. Elective, counting four in the degree courses. Courses 1 and 2 are prerequisite.

The time is devoted to the study of standard gravimetric and volumetric methods of estimating the common bases and acids.

VIII. SCHOOL OF BIOLOGY.

Professor Poteat.

Instructor Ives.

COURSE 1.—*General Biology.*—The object of this course is to present the fundamental facts of the structure and the

functions of animals and plants. It consists of a course of lectures and of a laboratory course. The lectures present, among other subjects, the structure and activities of the cell, the phenomena of movement, irritability, metabolism, reproduction, heredity, the origin of living forms, together with the embryology of particular organisms. The laboratory supplies material for study, the necessary reagents and a compound microscope for each student.

Three hours a week for lecture and recitation, and two for laboratory work throughout the session. Prescribed for the B.S. and B.A. degrees.

To be purchased by the student: Magnifier and dissecting set. Boyer's Elementary Biology. In the special library lodged in the building the student may consult the usual manuals and reference books.

COURSE 2.—*Botany*.—This course begins with a study of typical representatives from the several groups of Algæ. The Fungi are next taken up, and forms from the succeeding groups of plants, including the Angiosperms, are studied. The easy gradation from the lower to the higher types is shown. Plant Physiology is studied hand-in-hand with plant morphology. A large part of the material is to be collected by the student under the direction of the Professor.

Three hours a week for lecture and recitation and two for laboratory work, throughout the session. Elective, counting four in the degree courses, and offered only to students who have taken Course 1 of this School.

To be purchased by the student: Dissecting set and magnifier; Stevens' Introduction to Botany; Coulter, Barnes and Cowles' Text-book of Botany. The laboratory is supplied with numerous books of reference.

COURSE 3.—*Zoology*.—This course is designed to give the student an idea of the animal series by studying representative types from the Protozoa to the higher Verte-

brates. Emphasis is placed on the economic relations of animals to man. The study of animal activities, including observations of the regenerative process in a few forms, is taken parallel with the several types studied. Material is furnished showing the cleavage stages and early development of certain forms. The student is expected to obtain, when it is possible, the living material in its native environment and frequent excursions are made under the direction of the Professor.

Three hours a week for lecture and recitation and two for laboratory work, throughout the session. Elective, counting four in the degree courses, and offered only to students who have taken Course 1 of this school.

To be purchased by the student: Dissecting set and magnifier; Parker and Haswell's Text-book of Zoology. Numerous books of reference may be found in the laboratory.

COURSE 4—*Elementary Physiology*.—This course is intended to give a general knowledge of the parts and activities of the human body. The laboratory supplies a human skeleton and numerous microscopical preparations of the various tissues which are used in demonstrations by the Professor.

Two hours a week for lecture and recitation during the fall term. Elective for the B.A. and the B.S. degrees.

Martin's Human Body (Briefer Course) is to be purchased by each student.

COURSE 5.—*Geology*.—This course begins with the study of the chief rock-forming minerals, after which are taken up the general principles of Geology. The latter part of the course deals with the records of early life. The work includes practical exercises in the field.

Two hours a week throughout the session. Elective for the B.A. and the B.S. degree.

IX. SCHOOL OF PHYSICS.

Professor Lake.

The courses of this Department are as given below. The texts named are those last used and are intended to indicate the character and scope of the work in the courses; right is reserved to make changes in them whenever the best interest of the classes may demand it.

The lectures of the classroom are based upon previously assigned portions of the texts, and are supplemented by quizzes, both oral and written, and problems, worked by the classes.

Laboratory work, which accompanies each course, is done under the personal supervision of the Professor, who renders assistance only when it is needed. From the beginning stress is laid on the formation of correct experimental habits. Students are required to make orderly records of their experiments in books kept for the purpose, and these books are regularly examined and returned to them with criticisms and suggestions.

COURSE I.—Three hours a week for lectures and recitations, and two hours a week for laboratory work. Prescribed for the B.A. and the B.S. degree.

The objects of this course are to furnish general culture and to prepare students for more advanced work. It embraces all the branches of General Physics—Mechanics, Heat, Electricity and Magnetism, Sound, and Light. Stress is laid upon the leading phenomena and fundamental laws and principles. Lectures are freely illustrated by experiment. The working of problems is an important part of the course. A knowledge of Mathematics 1 is required for entrance.

TEXT-BOOKS.—Wentworth and Hill's Physics (Revised), Stone's Experimental Physics.

COURSE 2.—Three hours a week for lectures and recitations and two hours a week for laboratory work. Elective, counting four in the degree courses.

This class continues the study of General Physics. The treatment is more advanced and more mathematical than in the previous course. Prerequisites for entrance are Physics 1, and Mathematics 2.

TEXT-BOOKS.—Reed and Guthe's College Physics; Jackson's Elementary Electricity and Magnetism; Sabine's Manual; Ames and Bliss's Manual.

COURSE 3.—Three hours a week for lectures and two hours a week for laboratory. Elective, counting four in the degree courses.

For the benefit of those who wish to continue the study of Physics, special courses are offered in Mechanics, Light, and Electricity. The course in Mechanics is offered every year and is accompanied alternately by the course in Light and the course in Electricity.

The laboratory work is of an advanced nature, and consists of selected exercises, which require the use of instruments of precision. Prerequisites for admission to this course are a good working knowledge of Differential and Integral Calculus, and the completion of Courses 1 and 2 in Physics.

TEXT-BOOKS.—Jean's Theoretical Mechanics; Preston's Theory of Light; Franklin and Williamson's Alternating Currents.

X. SCHOOL OF PHILOSOPHY.

Professor Taylor.

COURSE 1.—Three periods a week. Required for the B.A. and the B.S. degree. Lectures supplemented by textbooks. Frequent written quizzes.

- a. Psychology.
- b. Logic.
- c. Ethics.

An abstract of Hunter's History of Philosophy must be submitted by April 15th.

COURSE 2.—Metaphysics and History of Philosophy. Two periods a week. Elective for the B.A. degree.

[Text-books for 1912-13 to be announced.]

XI. SCHOOL OF POLITICAL SCIENCE.

Professor Sikes.

The aim of the courses in History is to secure familiarity with great movements, to show the gradual evolution of civilization, and the unity of all history. The past is studied sympathetically and comparisons are made with the present.

In Political Economy the student is urged to independent thinking and thorough research. He is trained to use the Library to make researches for himself, and to form his own conclusions. Perfect independence of thought is encouraged. The subjects emphasized are practical, such as will probably be met in life.

As an aid to this work the Library is supplied with governmental reports, books and magazines bearing on such subjects.

Instruction is by text-books, lectures, parallel reading, quizzes, and written reports.

HISTORY.

COURSE 1.—Three hours a week. Tuesday, Thursday, and Friday. Fourth period. Required for B.A. and LL.B. This course is suitable for first year students.

BIOGRAPHY.—A representative man of various nations is studied in detail—such as Pericles, Hannibal, Cæsar, Charlemagne, and Luther.

REFORMATION.—Renaissance, Power of the Papacy, Reformation in the different States of Europe, Leaders.

MODERN HISTORY.—Especial emphasis is placed on the French Revolution and the nineteenth century in Europe.

COURSE 2.—Two hours a week. Tuesday and Thursday. Second hour. Elective for B.A. Adapted to advanced students.

HISTORY OF POLITICAL PARTIES.—Formation of Parties, History of Parties in United States.

TEXT-BOOK.—Macy, History of Political Parties.

AMERICAN POLITICAL THEORIES.—Revolution, Federalism, Democracy of Jefferson and Jackson, Theory of Slavery, Calhoun and States' Rights, Civil War and Reconstruction, Present Tendencies.

TEXT-BOOK.—Merriam, Political Theories.

BIOGRAPHIES.—Hamilton, Jefferson, Jackson, Douglas, and others.

TEXT-BOOKS.—Riverside Biographies.

NORTH CAROLINA HISTORY.—One hour a week. Friday. 5th hour. Elective for B.A. This is a lecture course that deals with the history and the government of the State. Especial emphasis is placed on constitutional changes.

CONSTITUTIONAL GOVERNMENT.—Three hours a week. Monday, Wednesday, and Friday. Second period. Elective for B.A. Required for LL.B.

AMERICAN GOVERNMENT.—Local and County Government, Legislature and Legislative Procedure, Executive, Judiciary, and the organization of political parties.

TEXT-BOOKS.—The American State Series.

POLITICAL ECONOMY.

COURSE 1.—Three hours a week. Monday, Wednesday, and Friday. First period. Required for LL.B. Elective for B.A. and B.S. Recommended to second year students. To enter this class a knowledge of General History is required.

OUTLINES OF ECONOMICS.—A study of Economic Theory, and the General Principles of the Science, such as value, rent, wages, production and distribution. Ely: Outlines of Economics.

TRUSTS AND MONOPOLIES.—Origin, growth and influence of great combinations; their economics, dangers, and methods of regulation. Clark: The Problem of Monopolies.

AGRICULTURAL ECONOMICS.—Land, labor, size of farms, land-owning, sale of farm products, tenancy, and similar problems are examined. Carver: Problems of Rural Economics.

TRANSPORTATION.—Railway history, rates, and ownership—water transportation and electric lines.

MONEY AND BANKING.—

INSURANCE.—Theory, Meaning of Terms, Kinds of Policies. Gephart: Principles of Insurance.

COURSE 2.—Two hours a week. Monday and Wednesday. Fifth period. Elective for B.A. Course 1 prerequisite. This course will stress certain subjects that have been treated briefly in Course 1, such as Money and Banking, Monopoly and Trusts, Tariff and Insurance.

SOCIOLOGY.

COURSE 1.—Two hours a week. Tuesday and Thursday. Fifth period. Elective. Recommended for Seniors, especially prospective students in law and the ministry.

TEXT-BOOKS.—Blackmar's Sociology, and Smith's Social Pathology.

XII. SCHOOL OF THE BIBLE.

Professor Cullom.

Professor Royall.

The work of this School is a part of the regular work of the College, and is in no sense a theological annex. There are four courses in the College open to students for the

study of the Bible—two in English and one each in Greek and Hebrew.

THE ENGLISH BIBLE.

The text of the American Revision of the English Bible is the basis of the work in the classes of this department. Hand-books, maps, and the Library are used, but always with direct reference to the text itself.

The work of the text-book is supplemented by informal lectures designed to broaden the view, to show the relation of the books to each other and to the contemporary history, and to leave a definite impression as to the unique character of the Bible as a history of God's revelation of Himself to man.

COURSE 1.—*The Old Testament*.—Three hours a week one year. Elective. The work of this class tries to accomplish four things during the year: (1) To get a *clear and consecutive view of Old Testament history*. In getting this, the story of the Hebrew race and of their institutions as told by themselves is followed from Abraham to Nehemiah as the main line of study; and along with this, the conditions and movements of other nations and countries are studied incidentally in so far as they have any bearing on the development and history of the Hebrews. (2) *The personality and the message of the several Hebrew prophets* are studied in their particular settings, and the particular conditions with which they had to deal are discussed freely as sidelights to this personality and message. (3) *Hebrew poetry*. This subject is studied long enough to get an insight into the purpose and point of view of the several poetical books, and a few of the poems are studied as sample expressions of universal heart experiences. (4) *The Messianic ideal*, as a fundamental conception running through all the books and linking them together into a unique whole, is followed and studied with as much thoroughness as the time at our disposal will permit.

Professor Cullom.

COURSE 2.—*The New Testament*.—Three hours a week for one year. Elective. The work of this class also will be divided into four sections: (1) *Introduction*.—The political, social and religious life of the Jews for three centuries immediately preceding the Christian era will be examined with a view to preparing the student for an intelligent appreciation of New Testament conditions. (2) *The Life of Christ*.—The student is expected to acquire a consistent view at first hand of the person and teachings of Jesus as they appear in the four Gospels. (3) *The Apostolic Age*.—The beginning of Christianity as a life and as a system of teaching will be studied here as they are brought out in the Book of Acts, and in the Epistles. (4) Exegesis of one of Paul's epistles or the study of some other *great subject* of fundamental interest to the New Testament student. This section of our work is varied from year to year according to circumstances. The work at this point for the past session consisted of a careful study of the Book of Romans.

Professor Cullom.

THE GREEK NEW TESTAMENT.

COURSE 3.—Three hours a week. Elective. The object of the course is to enable students of classic Greek to acquire a knowledge of the New Testament idiom.

TEXT-BOOKS.—Wescott and Hort's New Testament in Greek; Burton's New Testament Moods and Tenses; Robertson's Grammar of the Greek New Testament; Thayer's Lexicon.

Professor Royall.

THE HEBREW OLD TESTAMENT.

COURSE 4.—Three hours a week. Elective for the B.A. degree in Group 3. The class is expected to master Harper's Elements of Hebrew, along with the Hebrew Method and Manual, and to acquire such facility in reading from the historical books of the Old Testament as to be able to use commentaries on the Hebrew text, and to begin the work of Hebrew exegesis.

Professor Cullom.

XIII. SCHOOL OF EDUCATION.

Professor Highsmith.

In this school an effort is made to ground the student in the fundamental principles of the science of education with the purpose of giving him a sound basis for the art of teaching and school management. As far as possible concrete illustrations of the theory are worked out in actual practice so that the student may see the relation between the science and the art. To this end the history of education is studied as the evolution of thought, with special reference to the positive and the negative value of past theories and their bearing on present problems; while psychology in its application to the schoolroom is presented as the basis of all rational method.

An arrangement has been made whereby those students of Education who desire to become teachers may do practice work in the Wake Forest Public Schools.

COURSE 1.—Three hours a week. Elective.

SCHOOL ADMINISTRATION.—Courses of study, examinations, grading, records, incentives, ventilation, hygiene, duties of superintendents, of principals, of teachers, the school board in its executive and legislative functions, the decoration and equipment of school buildings, school law, the relation of the municipal, State and National governments to education.

TEXT-BOOKS.—Salisbury, *School Management*. Dutton and Snedden, *Administration of Public Education in the United States*.

COURSE 2.—Three hours a week. Elective.

EDUCATIONAL PSYCHOLOGY.—*Fall Term*. The general theory and process of mental development. The psychology of method, and the various studies and disciplines. Imitation, impulse, heredity, interest, suggestion, attention, perception, imagination, memory, conception, apperception, the feelings, the volitions, and their relations to education.

TEXT-BOOKS.—Thorndike, Principles of Teaching. Bagley, The Educative Process.

METHOD IN EDUCATION.—*Spring Term.* The principles of general method. Special methods of teaching reading, spelling, arithmetic, geography, history, grammar, and English literature in the common school.

TEXT-BOOKS.—McMurry, Elements of General Method. Bender, The Teacher at Work. Strayer, A Brief Course in the Teaching Process.

COURSE 3.—Three hours a week. Elective.

THE HISTORY OF EDUCATION.—Primitive and Oriental education. Greek and Roman education. Early Christian education and its bearing on thought and activity. The Great Teacher and the Christian Fathers. Monasticism. Mysticism and Chivalry. Scholasticism and the rise of universities. The Renaissance and Humanism. The Reformation and education. Realism in education as typified by Erasmus, Milton, Montaigne, Bacon, and Comenius. Rousseau and the naturalistic tendency in education. Pestalozzi, Froebel, Herbart, and the psychological tendency. Herbert Spencer, Huxley, and the scientific tendency. The sociological tendency. The present eclectic tendency.

TEXT-BOOKS.—Monroe, Text-book in the History of Education. Dexter, History of Education in the United States.

PARALLEL READING.—Rousseau, Emile. Froebel, Education of Man. Painter, Great Pedagogical Essays.

COURSE 4.—Two hours a week. Elective.

CHILD STUDY.—A course on the physical and mental development of children. It is designed to present the facts, so far as they have been scientifically ascertained, concerning the nature and development of the mind during childhood and adolescence, with special reference to the meaning of these facts to the teacher.

TEXT-BOOKS.—Kirkpatrick, Fundamentals of Child Study. O'Shea, Social Development and Education.

(This course may be taken with profit as preparatory work to Education 2, and also to Philosophy, Course 1.)

COURSE 5.—Three hours a week. Elective. (Open only to Seniors and Graduate Students.)

PHILOSOPHY OF EDUCATION.—The purpose of this course is an examination of the philosophical, historical, ethical, and psychological principles which underlie a scientific theory of education. The course embraces such topics as follow: The meaning and aim of education; evolution and idealism as bases of education; personality and environment; the individual and society; the principles of moral instruction; democracy and education; the function of the school as a social institution; the course of personal development; the course of study.

COURSE 6.—One hour a week. Elective.

SUNDAY SCHOOL METHOD AND ADMINISTRATION.—The Sunday School is the chief agent of the church in the performance of its teaching function. The aim of this course is to train men for leadership in administering the affairs of the modern Sunday School. The course of study is that indicated by the Sunday School Board of the Southern Baptist Convention.

XIV. SCHOOL OF LAW.

WILLIAM L. POTEAT, M.A., LL.D., *President.*

WALTER SIKES, M.A., Ph.D., *Professor of Political Science.*

NEEDHAM Y. GULLEY, M.A., *Professor of Law, and Dean of the Department.*

EDGAR W. TIMBERLAKE, B.A., LL.B., *Professor of Law.*

ADMISSION.

The marked tendency of the age is toward thorough equipment for every profession. This is especially true in the Law. Therefore every young man intending to study law should take as thorough and complete a collegiate course as his circumstances will allow. No lawyer can succeed who can not write and speak correctly, and is not familiar with elementary mathematics.

Admission to Advanced Standing.—Applicants for ad-

mission to advanced standing as members of the second-year class must meet the educational requirements specified for admission to the first-year class, and must pass satisfactory examinations on all the law work of the first year. Those having license to practice law or coming from other law schools of approved standing will be admitted without examination.

Admission as Special Students.—Applicants may, in the discretion of the Faculty, be admitted to the Law School as special students, and may elect such work as they desire, subject to the permission of the professors whose subjects are selected, but they shall not be candidates for a degree.

COURSES OF INSTRUCTION.

The courses of instruction extend through three years of nine months each. The object of the Law School is to afford a thorough training in the fundamental principles of the common law of England as modified by the statutes of the State. Instruction is carried on by the diligent study of text-books, selected cases, lectures, discussions, and quizzes.

FIRST YEAR.

COURSE 1.—Five hours a week. *Professor Gulley.*

Fall Term.—Blackstone's Commentaries (Lewis), including Domestic Relations, Personal Property, Wills, Executors and Administrators, selected cases.

Spring Term.—Criminal Law, Bigelow on Bills, Notes and Cheques, Tiffany on Sales, Cooley's Constitutional Law, Connor and Cheshire on Constitution of North Carolina, selected cases.

COURSE 2.—Five hours a week. *Professor Timberlake.*

Fall Term.—Clark on Contracts, Huffcutt on Agency, selected cases.

Spring Term.—Bigelow on Torts, Hale on Bailments and Carriers, selected cases.

SECOND YEAR.

COURSE 3.—Five hours a week. *Professor Gulley.*

Fall Term.—Adams' and Bispham's Equity, selected cases.

Spring Term.—Common Law and Equity Pleading, The Code of Civil Procedure, Greenleaf on Evidence, selected cases.

COURSE 4.—Five hours a week. *Professor Timberlake.*

Fall Term.—Hopkins on Real Property, selected cases.

Spring Term.—Clark on Corporations, Municipal Corporations, Shumaker on Partnership, selected cases.

THIRD YEAR.

COURSE 5.—Five hours a week. *Professor Gulley.*

Fall Term.—Clark's Criminal Procedure, Bryant on Code Pleading, Long on Federal Procedure, selected cases.

Spring Term.—Childs on Guaranty and Suretyship, Remington on Bankruptcy, Conveyancing, Liens, Sedgwick on Damages, Conduct of Lawsuit, selected cases.

COURSE 6.—Five hours a week. *Professor Timberlake.*

Fall Term.—Minor on Conflict of Laws, Davis' International Law, selected cases.

Spring Term.—Hughes on Admiralty, Howe's Civil Law, Richards on Insurance, Banking, Sharswood's Legal Ethics, selected cases.

EXAMINATIONS.

Thorough written examinations are held when a subject is completed, and at the end of the term an examination is given on the whole work of the term.

DEGREE OF BACHELOR OF LAWS.

The degree of Bachelor of Laws (LL.B.) is conferred by the College on applicants who have successfully completed the whole work of the School of Law, together with History, Course 1, Political Economy, Course 1, and Constitutional Government. Candidates for this degree are re-

quired to prepare a thesis on some subject selected by the professors. No student is allowed to graduate except after three years of actual resident study, except in case of admission to advanced standing.

PRACTICE COURTS.

Practice courts are held on Saturday night. All students are required to attend and take part in the work. The purpose of these courts is to familiarize the students with all the details of actions, both civil and criminal, from the issuing of process to final judgment.

THE LIBRARY.

In a room adjoining the lecture room is the law library. This is open every afternoon to enable students to consult the various authorities on subjects under consideration.

EXPENSES.

Students in the Law School pay the same tuition and fees as other college students and are entitled to the same privileges, and they may, without extra charge, take work in other college classes.

SUMMER LAW SCHOOL.

The summer course in Law begins on the fourth day of June, and continues till the Supreme Court examination.

The subjects taught and the mode of instruction are, as nearly as practicable, the same as those for the first year of the regular College session. Special attention is given to preparing young men for examination on the course prescribed by the Supreme Court of North Carolina.

Students completing all courses of the Summer School may be credited with five hours on the B.A degree.

The fee for admission to all courses in the Summer School is twenty dollars, payable in advance.

Further information may be had by application to Professor Gulley.

XV. SCHOOL OF MEDICINE.

WILLIAM L. POTEAT, LL.D., *President and Professor of Biology.*

JOHN BREWER POWERS, M.A., M.D., *Professor of Histology, Bacteriology, and Pathology.*

EDGAR EGINTON STEWART, M.D., *Professor of Anatomy and Pharmacology.*

WILLIAM TURNER CARSTARPHEN, B.A., M.D., *Professor of Physiology.*

CHARLES E. BREWER, Ph.D., *Professor of Chemistry.*

JAMES L. LAKE, M.A., *Professor of Physics.*

HOWARD W. HUNTLEY, B.A., *Instructor in Chemistry.*

DILLON F. SMITH, B.A., *Instructor in Chemistry.*

INTRODUCTORY STATEMENT.

Realizing the need of economy in time and money on the part of students who contemplate the study of Medicine, Wake Forest College, in compliance with a constant and increasing demand, established the School of Medicine in May, 1902. It is generally recognized that the eight years of collegiate work required for the baccalaureate and the medical degree is frequently too severe a tax on the nervous and the financial capital of deserving students; and of late years many remedies have been suggested. The suggestion which has received the strongest support and which this department adopts is to combine the academic and the medical training in such a way as to preserve the advantages of each, and at the same time make it possible for the students to graduate with the baccalaureate degree and the medical degree in six years. This suggestion was first made practical by several of the larger universities, and the work of this school is organized according to this plan. Two years' time and expense are thus saved.

REQUIREMENTS FOR ADMISSION.

The requirements for admission to the College are set out at page 42.

No student is admitted to any of the classes of the School of Medicine until he has completed two years' work in college classes or its equivalent. See prescribed course for Bachelor of Science, page 98.

AIM AND SCOPE OF THE SCHOOL OF MEDICINE.

This department has but one claim to existence and that is the excellence of its work. Accordingly, it undertakes to teach only those branches of medicine which can be taught as thoroughly in the small village as in the large city. namely the laboratory studies in medicine, supplying the pure science foundation of the professional course. These studies are Anatomy, Physiology, Biology, Chemistry, Physics, Pharmacology, Histology, Bacteriology, and Pathology. This work has been made much easier by the advances in the manufacture of apparatus and in the methods of preserving material, and is simply an extension, in a special direction, of scientific work which the College has done for years. Introductory courses are given in Physical Diagnosis, Medicine, Obstetrics, and Surgery.

RECOGNITION OF THE WORK IN THE SCHOOL OF MEDICINE.

Certificates of recommendation for advanced standing in medical colleges are given to those students only who have completed this two-year medical course and either the Bachelor of Science or the Bachelor of Arts course. The students who have completed the courses of this School are admitted to advanced standing without examination in most of the medical colleges of the country.

Membership in the Association of American Medical Colleges insures to our students the same recognition accorded

to students from any other college. In May, 1907, this School was admitted by the Board of Regents of the University of New York to its List of Accredited Medical Colleges, in Group I, Class 3.

EQUIPMENT OF THE SCHOOL OF MEDICINE.

The School of Medicine is well equipped with suitable laboratories, apparatus, and material. The Alumni Building, constructed especially for laboratory purposes is 65 by 80 feet, and three stories high. In it are the Anatomical, Physiological, Histological, Bacteriological Pathological, and Biological laboratories. Besides these there are private laboratories for the professors of the above subjects. The equipment of these laboratories, both in apparatus and in material, is adequate. Arrangements have been made with professors and janitors in the large hospitals and laboratories for a constant supply of microscopic material. The Anatomical and Physiological laboratories are likewise supplied with all the necessary material.

EXPENSES.

Students of the School of Medicine pay the same tuition and general college fees as other students and are entitled to the same privileges, and they may, without extra charge, take work in other departments.

COURSES IN MEDICINE.

COURSE 1.—*Anatomy*.—Instruction in gross human anatomy extends over a period of two years. The work is divided as follows: the first six to eight weeks are devoted to the study of Osteology, preparatory to the work in dissection, which begins about the first of November. To each student is loaned a complete human skeleton, which he may keep for constant reference until the end of the session. Upon completing the work in Osteology, the work in the dissecting room is begun. Each student is expected to make a complete dissection of the body. To this end the body is divided into

five "parts." (1) Upper extremity, (2) Lower extremity, (3) Head and neck, (4) Thorax, (5) Abdomen, including perineum. To each student is assigned one of these "parts," for which he becomes responsible, and which he carefully dissects under constant guidance of the Professor of Anatomy, who attempts to instill, as far as possible, a desire for independent thought and investigation. The student is required during his first year to dissect the extremities, and may, if his time permits, work off the thorax.

The Anatomical Laboratory is located on the top floor of the new Alumni Building, and has been specially constructed for the purpose and thoroughly equipped for high-grade work. Especial pains have been taken to provide a well-lighted apartment.

During the course in Osteology the class meets four times a week for lectures, recitation and demonstration. After dissecting has begun, a minimum of eight hours a week in the Anatomical Laboratory is required of each student in addition to the four hours of classroom work which continues throughout the year. Students desiring to do extra work in the laboratory can make special arrangements to do so.

Lectures in General Embryology one hour per week for one term.

At the end of each year the student is given both written and practical examinations on the work covered during that year.

TEXT-BOOKS.—Gray's Anatomy, Cunningham's Dissector.

REFERENCE BOOKS.—Cunningham, 3d edition, Quain, Gerrish, Morris, Spalteholz, Sabotta-McMurrich.

Professor Stewart.

COURSE 2.—*Physiology*.—The course in Physiology extends from January to the succeeding Christmas. By means of this arrangement the student is given the opportunity of making considerable progress in Anatomy, Histology, Chemistry, and Physics, all of which are so important in preparing the way for a satisfactory understanding of Physiology. It is hoped, therefore, that all students who contemplate taking the work in Physiology, will arrange to take all of these other branches prior to or in conjunction with the Physiology course.

The work consists of lectures and recitations, accompanied by demonstrations before the class of experiments illustrating the important principles of Physiology. The class meets three times a week throughout the course. From January to May the subjects taken up include the physiology of muscle and nerve, of blood and lymph, of the organs of circulation of blood and lymph, of respiration, and of digestion and secretion. During the fall term the subjects introduced include a study of heat production and regulation, reproduction, of the anatomy and physiology of the central nervous system, and finally of the anatomy and physiology of the organs of special sense.

Four hours a week of experimental laboratory work are given throughout the course. This laboratory course consists in the performance of all the important fundamental experiments in physiology, by each student. A new laboratory, well equipped for the performance of the above work, is now open to those who take the course. Each student is required to preserve a record of his experiments and observations in a laboratory note book. These are examined and criticised weekly and will constitute part of the work upon which his grade is based. The final examination on Physiology is held when the subject is concluded. The examination is both written and practical.

TEXT-BOOKS.—Brubaker, Howell.

REFERENCE BOOKS.—Tigerstedt, Kirke, Schaefer, American Text-book.

Professor Carstarphen.

COURSE 3.—*Biology*.—Lectures and laboratory work the same as Biology 1 (page 69).

Professor Poteat.

COURSE 4.—*Inorganic Chemistry*.—Lectures and laboratory work the same as Chemistry 1 (page 68).

Professor Brewer.

COURSE 5.—*Physics*.—Lectures and laboratory work the same as Physics 1 (page 72).

Professor Lake.

COURSE 6.—*Histology*.—This fundamental branch of Microscopy is necessarily a part of the first year's Medical Course.

Two lectures, fifty minutes each, and four hours laboratory work per week are devoted to its study throughout the first year. In addition, the laboratory is always open to those who wish to devote extra time to this work. The laboratory is adequately supplied with apparatus. Each student is provided with a locker, compound microscope, and complete outfit, for which he is held responsible. The object of the course is thoroughly to familiarize the student with the method of study and appearance of normal tissue. The course is divided into Histology proper, or a study of the tissue elements; Organology, a study of the structure of organs; and lastly, Special Senses and Nervous System. Both written and practical examinations are held during the course.

TEXT-BOOK.—Bailey's Histology.

REFERENCE BOOKS.—Böhm, Davidoff and Huber; Stöhr, edited by Lewis and Stöhr; Anatomy of Brain, by Whitehead; Nervous System of Morris' Human Anatomy, by Hardesty.

Professor Powers.

COURSE 7.—*Organic Chemistry*.—Lectures and laboratory work the same as Chemistry, Course 2 (page 68).

Professor Brewer.

COURSE 8.—*Physiological Chemistry*.—Instruction is given in this branch, by lectures, demonstrations, and laboratory work, throughout the spring term. The lectures are devoted to discussions of the nutrients, of ferments and digestion, of the chemistry of the blood, the tissues and secretions, and the end products of metabolism.

Lectures two hours a week, laboratory four hours a week.

In the laboratory, a preliminary course is given on the chemistry of various substances, such as proteids, with which the student of pure chemistry is not familiar, but which should be understood in order that he may intelligently execute the work which follows. This is followed by a course of qualitative analysis which embraces the examination of nearly all the tissues and fluids of the body. Especial attention is given to the blood, milk, gastric juice, and to urinalysis. Those physiological processes that can be closely imitated outside of the body, such as the action of enzymes,

salivary, pancreatic and gastric digestion, are studied thoroughly.

TEXT-BOOKS.—Long, *Physiological Chemistry*, 2d edition; Holland, *Medical Chemistry and Toxicology*, 2d edition.

Professor Carstarphen.

COURSE 9.—*Pharmacology*.—The course in Pharmacology extends throughout the second year. The work consists of lectures and recitations, accompanied from time to time by demonstrations of the action of the more important drugs upon animals. Specimens of the more common drugs will be shown to render the student familiar with their appearance. The action and poisonous effects of all the important drugs of the Pharmacopœa will be studied in detail. Toward the end of the year special instruction in prescription writing will be given. The class meets twice a week throughout the second year.

TEXT-BOOKS.—Cushny, *Pharmacology and Therapeutics*, or *The Action of Drugs* (latest edition).

REFERENCE BOOKS.—Butler, Sollman, Stevens, White, and Wilcox.

Professor Stewart.

COURSE 10.—*Bacteriology*.—Three lectures, fifty minutes each, and eight hours laboratory work per week during the first term of the second year of the Medical Course are devoted to this study. The laboratory is open at all hours to the class, and the students are required to make daily observations and keep record of the cultural characteristics of the bacteria. Each student is provided with a locker, a compound microscope, and material necessary for the study of bacteria. The course consists of (a) lectures and recitations on the history of Bacteriology, Biology of Bacteria, Infection and Immunity. (b) Lectures, recitations and laboratory demonstrations on Sterilization, Disinfection, Preparation of Culture Media, Methods of Studying Bacteria, and the bacteriological examination of water, soil and air. About forty bacteria, comprising all the important pathogenic species, are studied, and the student is required to keep a daily record of his work. At the end of the course written and practical examinations are held.

TEXT-BOOK.—McFarland's Text-book of Pathogenic Bacteria.

REFERENCE BOOKS.—Abbott, Lehmann and Newmann, Bacteriology; Immune Serum, Wasserman; Modern Theories of Bacterial Immunity, Ernst; General Bacteriology, Jordan.

Professor Powers.

COURSE 11.—*Pathology*.—Three lectures, fifty minutes each, and eight hours laboratory work per week during the second term of the second year of the Medical Course are devoted to this study. The laboratory is open at all times, and students wishing to devote extra time to this work may do so. The laboratory is adequately supplied with apparatus and pathological tissues. Each student is provided with a locker, compound microscope, and material for staining and mounting. At the end of the session each student possesses from 175 to 200 permanent tissue mounts, showing the various stages of the pathological processes. The course consists of: (a) Lectures and recitations on autopsies. (b) Lectures and demonstrations on pathological technique. (c) General Pathology. (d) Special Pathology. The student is required to stand both written and practical examinations at the end of the session.

TEXT-BOOK.—Text-book of Pathology, Delafield and Prudden.

REFERENCE BOOKS.—Principles of Pathology, Adami; General Pathology and Special Pathology, Ziegler; Manual of Pathology, Coplin; Text-book of Pathology, Steugel; Allbut's System of Medicine; Modern Medicine, Osler; Pathological Technique, Mallory and Wright.

Professor Powers.

COURSE 12.—*Physical Diagnosis*.

A. *The Heart*.—This course consists of lectures and quizzes on the physical signs of the normal and diseased heart, that can be elicited by inspection, palpation, percussion and auscultation. This course is given twice a week for the first six weeks of the spring term for second-year students.

Professor Powers.

B. *The Abdomen*.—An attempt is made to familiarize the student with the examination of the normal abdomen. The normal markings of the abdominal wall are carefully examined. The viscera contained in the various divisions of

the abdomen are mapped out on the abdominal wall by the diagnostic methods commonly used. The course covers one hour per week during the month of April in the second year.

Professor Stewart.

C. *The Respiratory System.*—Two hours a week for six weeks will be given to this branch of the course in Physical Diagnosis. The respiratory sounds, their production and their modifications, both normal and pathological, will be discussed. Especial emphasis will be laid on the altered anatomy of the organ under examination, and its relation to the physical signs.

Professor Carstarphen.

COURSE 13.—*Surgery and Bandaging.*—One hour per week throughout the second year, and a quiz of one hour arranged by special appointment at the end of each month.

The course is purely introductory and designed as a preliminary to the more advanced work of the third and fourth years. The work consists of didactic lectures on Bacteriology in relation to Surgery, Surgical Pathology, Hemorrhage and its control, etc., besides some of the commonest conditions met with in Surgery.

The practical work is devoted to surgical dressings, bandaging and the use of plaster of paris. The student will be required to apply dressings under the personal supervision of the instructor.

Professor Stewart.

COURSE 14.—*Practice of Medicine.*—In this course the student pursues a systematic text-book (Osler) course on Medicine, especially from the standpoint of Bacteriology and Pathology. One recitation a week throughout the entire second year.

Professor Powers.

COURSE 15.—*Obstetrics.*—Instruction in obstetrics is given in the second year and must be taken by all students. One hour weekly throughout the year will be given to this course. The instruction consists of lectures, recitations and exercises with the manikin. The general principles of obstetrics will be considered, especial emphasis being laid on the physiology of pregnancy, obstetric anatomy, and the mechanism and management of normal labor.

Professor Carstarphen.

XVI. SCHOOL OF PHYSICAL CULTURE

Director Crozier.

Attendance three periods a week for three years in Physical Culture will be required of every student who, at the time he enters college presents less than 15 units of entrance work, except candidates for the LL.B. degree, who are required to take three periods a week for two years.

Proportional credit on Gymnasium requirements allowed to students admitted to advanced standing for the B.A., B.S., and LL.B. degrees will be rated as follows: for four hours credit on degree, one hour credit on Gymnasium requirements; for eight hours credit on degree, two hours credit on Gymnasium requirements; for twelve hours credit on degree, three hours credit on Gymnasium requirements.

Until the senior year of his college course every student not excused by the Faculty on the advice of the Medical Examiner, must register for work in Physical Culture. Students who, at any time, have been absent as much as 50 per cent. of required attendance without cause from the classes in Physical Culture, will not be allowed to continue their other college work. Students absent more than 30 per cent, without cause, will be given credit for only 50 per cent of their work.

A thorough physical examination will be made of every student as soon as possible after he enters college and before he is assigned to any class in the Gymnasium, and at intervals during his course. Special examinations will be made of every candidate for Track and other Athletic Teams.

CLASSES.—Every day the 6th, 7th, and 8th periods. Students are graded as in the other schools of the College, and these grades are reckoned in making up the general average.

Degrees

The degrees conferred are Bachelor of Arts, Bachelor of Science, Master of Arts, and Bachelor of Laws. Candidates for each of these degrees must present the fourteen units of credit required for entrance *in addition to* the courses indicated below. No subject counted in the entrance credits may be counted in the courses specified for degrees. In case a subject which is prescribed for a degree is offered for entrance credit, the full number of recitations required for the degree must be made up out of the list of electives.

Bachelor of Arts

To be entitled to the degree of Bachelor of Arts the student must have met the requirements in Physical Culture (page 94) and have completed the following courses:

Prescribed

(Thirty-four hours.)

Latin I (5 hrs.)*

English I and 2 (6 hrs.)

French I (5 hrs.) or German I (5 hrs.) or Greek I (5 hrs.)

Mathematics I (5 hrs.)

Chemistry I (3 hrs.)

Physics I (3 hrs.)

Biology I (3 hrs.)

Philosophy I (3 hrs.)

History I (3 hrs.)

Elective

GROUP I. LETTERS.

English, 6 hours.

Language, 17 hours—Latin, Greek, Modern Languages.

*In case Group 2 (Civics) is elected, the student may offer either the Foreign Language requirements prescribed here, or both French I and German I, and not less than three hours additional of some Foreign Language.

Six hours from the following subjects:

Philosophy 2 (2 hrs.)
History 2 (2 hrs.)
Bible 1 (3 hrs.)
Bible 2 (3 hrs.)
Education 1 (3 hrs.)
Education 3 (3 hrs.)
Zoology (4 hrs.)
Botany (4 hrs.)
Mathematics 2 (3 hrs.)
Geology (2 hrs.)
Elementary Physiology (1 hr.)
Astronomy (3 hrs.)
Political Economy 1 (3 hrs.)
Latin 4 (2 hrs.)
Greek 4 (2 hrs.)
English 5 or 6 (2 hrs.)
Sunday School Pedagogy (1 hr.)

GROUP 2. CIVICS.

Political Economy 1 (3 hrs.)
Political Economy 2 (2 hrs.)
History 2 (2 hrs.)
Sociology (2 hrs.)
Government (3 hrs.)
Education 3 (3 hrs.)
North Carolina History (1 hr.)
Law 1 (5 hrs.)

Ten hours from the following subjects:

Philosophy 2 (2 hrs.)
English, 6 hours.
Bible 1 (3 hrs.)
Bible 2 (3 hrs.)
Education 1 (3 hrs.)
Education, 3 hours.
Education 5 (3 hrs.)
Applied Mathematics 1 (5 hrs.)
Astronomy (3 hrs.)

Geology (2 hrs.)
Elementary Physiology (1 hr.)
Law 2 (5 hrs.)
Law 3 (5 hrs.)
Sunday School Pedagogy (1 hr.)

GROUP 3. MINISTRY.

Bible 1 (3 hrs.)
Bible 2 (3 hrs.)
Bible 3 (3 hrs.)
English, 3 hours.
Greek 2 (3 hrs.)
Language, 3 hours.
Education 2 (3 hrs.)
Six hours from the following subjects:

English, 3 hours.
History 2 (2 hrs.)
Sociology (2 hrs.)
Political Economy 1 (3 hrs.)
Philosophy 2 (2 hrs.)
Zoology (4 hrs.)
Botany (4 hrs.)
Geology (2 hrs.)
Elementary Physiology (1 hr.)
Astronomy (3 hrs.)
Education, 3 hours.
Bible 4 (3 hrs.)
Sunday School Pedagogy (1 hr.)

GROUP 4. EDUCATION.

Education 1 (3 hrs.)
Education 2 (3 hrs.)
Education 3 (3 hrs.)
English, 3 hours.
Language, 3 hours.
Mathematics 2 (3 hrs.)
Elementary Physiology (1 hr.)

Nine hours from the following subjects:

- Zoology (4 hrs.)
- Botany (4 hrs.)
- Philosophy 2 (2 hrs.)
- Bible, 3 hours.
- North Carolina History (1 hr.)
- Government (3 hrs.)
- Political Economy 1 (3 hrs.)
- Geology (2 hrs.)
- Elementary Physiology (1 hr.)
- History 2 (2 hrs.)
- Astronomy (3 hrs.)
- English, 3 hours.
- Language, 9 hours.
- Sunday School Pedagogy (1 hr.)

Bachelor of Science

To be entitled to the degree of Bachelor of Science the student must have met the requirements in Physical Culture (p. 94) and have completed the following courses:

Prescribed

(Thirty-three hours.)

- English 1 (3 hrs.)
- German 1 (5 hrs.)
- French 1* (5 hrs.)
- Mathematics 1 (5 hrs.)
- Chemistry 1 (3 hrs.)
- Chemistry 2 (4 hrs.)
- Physics 1 (3 hrs.)
- Biology 1 (3 hrs.)
- History 1 (3 hrs.)
- Philosophy 1 (3 hrs.)

* In group 3 (Medicine) Latin 1 (5 hrs.) may be taken instead of French 1.

Elective

GROUP 1. GENERAL SCIENCE.

Language, 3 hours.

Mathematics 2 (3 hrs.)

Mathematics 3 (2 hrs.)

Political Economy 1 (3 hrs.)

Physics 2 (4 hrs.)

Zoology or Botany (4 hrs.)

Elementary Physiology (1 hr.)

Nine hours from the following subjects:

Physics 3 (4 hrs.)

Chemistry 3 (2 hrs.)

Zoology (4 hrs.)

Botany (4 hrs.)

Geology (2 hrs.)

Elementary Physiology (1 hr.)

Astronomy (3 hrs.)

Applied Mathematics 1 (5 hrs.)

French 2 (3 hrs.)

German 2 (3 hrs.)

Scientific German (2 hrs.)

Bible 1 (3 hrs.)

Bible 2 (3 hrs.)

Sunday School Pedagogy (1 hr.)

Philosophy 2 (2 hrs.)

GROUP 2. ENGINEERING.

Mathematics 2 (3 hrs.)

Applied Mathematics 1 (5 hrs.)

Applied Mathematics 2 (5 hrs.)

Geology (2 hrs.)

Elementary Physiology (1 hr.)

Law 4 (5 hrs.)

Physics 2 (4 hrs.)

Physics 3 (4 hrs.)

GROUP 3. MEDICINE.

Anatomy, 2 years (12 hrs.)

Physiology (4 hrs.)

Histology (4 hrs.)

Physiological Chemistry (2 hrs.)

Bacteriology and Pathology (6 hrs.)

Pharmacology (2 hrs.)

Surgery and Bandaging (1 hr.)

Physical Diagnosis (1 hr.)

Practice of Medicine (1 hr.)

Obstetrics (1 hr.)

Master of Arts

To be entitled to the degree of Master of Arts the student must have received the degree of Bachelor of Arts or Bachelor of Science and completed an additional year's work of not less than fifteen hours a week. This work must include at least three of the following advanced courses: Latin 3 and 4, Greek 3 and 4, English 3, 4, 5, and 6, French 2, German 2, Mathematics 2 and 3, Chemistry 2 and 3, Biology 2 and 3, Physics 2 and 3, Philosophy 2, History 2, Political Economy 2, Bible 3 and 4, Education 3, Applied Mathematics 1 and 2, Astronomy. Upon this year's work a minimum grade of 90 is required.

A study which has been taken as an elective in the Bachelor of Arts course, or the Bachelor of Science course, does not count in the required number of hours for the Master of Arts degree.

Bachelor of Laws

To be entitled to the degree of Bachelor of Laws the student must have completed the subjects named below. Studies which have been counted for the LL.B. degree will not be accepted as electives for the B.A. or the M.A. degree.

Attendance in the Gymnasium is required of all candidates for the LL.B. degree three periods a week for two years.

Prescribed for Bachelor of Laws. (Thirty-nine hours.)

Law 1 (5 hrs.)

Law 2 (5 hrs.)

Law 3 (5 hrs.)

Law 4 (5 hrs.)

Law 5 (5 hrs.)

Law 6 (5 hrs.)

Political Economy 1 (3 hrs.)

Government (3 hrs.)

History 1 (3 hrs.)

Theses and Addresses

Except in the cases mentioned below, two theses are required of each candidate for a degree—one of not less than one thousand words, to be presented by May 1 of his Junior year; the other of not less than two thousand words, to be presented by May 1 of his Senior year. No thesis will be received later than the date specified except by special action of the Faculty and upon the payment of a fee of five dollars. The student must select the school within the scope of which he purposes to prepare his thesis, and then have the subject assigned him by the professor of that school. The subject must be reported in writing to the President on the first Wednesday in October, and may not be changed thereafter. A list of authorities consulted must be appended to the thesis. Anniversary addresses may be received as theses.

A student who has more than thirty-eight hours of work yet to be completed, including all conditions, will not be recognized as a member of the Junior Class. A student who has more than twenty hours of work yet to be completed, including all conditions, will not be recognized as a member of the Senior Class.

Only one thesis is required of candidates for the degree of Bachelor of Laws.

A third thesis of not less than two thousand words is required of candidates for the degree of Master of Arts.

On the third Monday in March the Faculty selects six members of the Senior Class as speakers for Commencement Day, who shall deliver addresses of not more than one thousand words in length. Of these speakers and of the editors of "The Wake Forest Student," the Senior Thesis is not required. Each speaker must submit his

graduating address to the President at least ten days before Commencement Day.

At the first meeting in May each of the Literary Societies may elect six of its members from the Senior Class, six of whom—three from each society—shall deliver original addresses of not less than seven hundred nor more than one thousand words on the third Friday evening in October; the remaining six, on the second Friday evening in March. These addresses may be received in place of theses. Anniversary speakers are not eligible to these positions. All addresses must be approved by the President.

Senior Theses and Senior Addresses are to be written on paper furnished by the College and are bound and preserved in the College Library.

Bachelors of Arts and Bachelors of Science whose average grade is not less than 98, shall have inscribed in their diplomas the words *summa cum laude* those whose average grade is less than 98 but not less than 95, shall have the words *magna cum laude*; while those whose average grade is under 95 but not under 90, shall have the words *cum laude*.

All "conditions" must be removed by April 5 of the Senior year.

Recitations and Examinations

Each student is expected to take at least fifteen recitations a week. No student may take more than eighteen recitations a week except by special permission of the Faculty, and the payment of \$2 in advance for each additional recitation. Credit on work above eighteen recitations is not given unless both these conditions are met. Failure to make an average monthly grade of 90 on each subject will debar the student from this privilege.

All unexcused absences are marked zero. Students ab-

sent as many as three times in any calendar month from any class are required to stand in a body a special examination, limited to one hour, on the whole ground covered by the class during that month. Failure to stand any of these examinations will prevent the student from passing on the subject involved. In case a student is absent from any class more than three times in any calendar month, the fact is reported to the President, who may communicate it to the parent or the guardian of the student.

Students who make an average of less than 70 on either term's work, in subjects which continue throughout the session, are not allowed to make up the deficiency by averaging this grade with the other term's work.

No student is allowed to represent the College in any public function, or as editor of any of the college periodicals, whose daily grade in any class is below 80, or whose unexcused absences from chapel exceed 7.

Students who fail on examination may be examined at the next regular examination on the same part of the course, or, when the reason therefor is sufficient, a student may be granted an examination at a special time; but to obtain credit for the daily grade already made, the student must complete the work by the time of the next regular examination on the same part of the course. If he fails to do this he must do the daily work of the class again.

Special examinations are granted only on permission of the Faculty and the payment of a fee of two dollars and fifty cents. This fee will be remitted, first, in case of students who present a physician's certificate of illness; second, in case of conflict with other college duties.

Except in the Schools of Law and Medicine, classes are examined only at the times designated by the Faculty. (See Schedule, page 6.)

During examination no student, without permission from the instructor in charge, is allowed to sit at the same table with a member of his class, to consult any book or document, or to have communication with any person except the instructor. Examination papers are accompanied by a written pledge that no aid has been given or received.

To be entitled to a Certificate of Proficiency the student must obtain a grade of at least 75 on each study.

A course taken *in absentia* receives one-half the credit of the same course taken in residence. Students taking work *in absentia* are charged a fee of \$3.00 a term for each course taken.

Reports

At the end of the first and third quarters reports upon progress in studies and upon deportment are sent to parents or guardians. These quarterly reports are not intended to indicate the precise grade of scholarship of students.

At the end of each term a report is sent to the parent or guardian of the student, showing his precise grade of scholarship and total number of absences from recitations and religious exercises.

The reports are designed to maintain communication with parents and guardians, to elicit their counsel and encouragement, and thus bring to bear practically and directly upon every student the influence of home. Prompt attention, therefore, it is hoped, will be given by parents to the suggestions contained in these reports.

Discipline

The discipline of the College is adapted and intended, not for boys, but for young men who have attained to such maturity as to enable them to exercise self-control. All students are expected to be faithful in work, prompt and

regular in attendance upon all their college duties, and, in their relations with their instructors and fellow-students, to cultivate those amenities which are universally recognized among gentlemen. Profanity, gambling, and the use of intoxicating drinks will not be tolerated. Sport or exercise likely to annoy persons or injure property is forbidden.

Students wishing to go farther than four miles from the College must obtain permission from the President or his representative. Students who persist in violating this regulation will be expelled.

A student not in good standing is debarred from representing the College in any public function.

Every effort is made to develop in students the principles of true manliness and the sentiments of self-respect. To this end they are trusted and treated as gentlemen.

Young men who will not respond to this open and generous *regime*, who have formed vicious habits, or who can not restrain themselves from mischief and from annoyance to their fellow-students, will not be tolerated in the institution.

Literary Societies

There are two Literary Societies—the Philomathesian and the Euzelian. Each Society holds two meetings a week—one on Friday night for debate, the other on Saturday morning for exercises in composition and speaking and for the transaction of general business. In all these exercises the members are required to participate. The Faculty regards the Societies as important aids in the work of education and in the preservation of wholesome sentiments among the students. It would be difficult to overestimate their importance in imparting a knowledge of parliamentary law, in cultivating and directing taste for reading, and in the formation of correct habits of public speaking. Any student,

after the fourteenth day from the date of his resignation, on obtaining written permission of the President, may connect himself with either of these Societies, provided its membership shall be less than three-fifths of the aggregate membership of both of them.

Students are required to join one of the Societies within two months after registration, unless excused by the Faculty.

Any student expelled from either Society is dismissed from the College.

The exceptional excellence and value of these two Societies are believed to be due, in part, to the fact that no other secret societies of any kind are allowed to exist among the students. The Board of Trustees prohibit all other secret societies in the College. In May, 1907, they reaffirmed their long-settled policy in the following resolutions:

“Resolved, That it is the sense of the Board that from this time forward any student who becomes a member of any secret fraternity, local or national, other than the two Literary Societies (Euzelian and Philomathesian), whether he be initiated here or elsewhere, thereby forfeits at once his right to membership in the student body of the College.

“Resolved, That the Faculty be requested to take all practicable measures to ascertain the name of any student who becomes a member of such fraternity, and, on conviction, promptly send such student home.

“Resolved, That any student already a member of such fraternity who shall be convicted of seeking in any way or by any means to induce other students to join such fraternity, or of promoting the fraternity spirit among his fellow-students, shall be expelled.”

Several Medals are offered by the Societies.

In the Philomathesian Society:

To the best orator of the Senior class.

To the best orator of the Junior class.

For the greatest improvement in oratory and debate in the Sophomore class.

For the greatest improvement in oratory and debate in the Freshman class.

In the Euzelian Society:

The Thomas Dixon, Jr., Medal, to the best orator of the Senior class.

The Thomas Dixon, Jr., Medal for the best essay. Open to all members of both Societies.

The J. L. Allen Medal, to the best debater in the Society.

For the greatest improvement in oratory and debate in the Junior class.

For the greatest improvement in oratory and debate in the Sophomore class.

For the greatest improvement in oratory and debate in the Freshman class.

Medals are offered by "The Wake Forest Student" as follows:

For the best essay.

For the best story.

The Societies celebrate their anniversary on the Friday nearest the 14th of February in each year with a joint debate in the afternoon and orations in the evening.

The Library

LOUISE P. HEIMS, *Librarian.*

W. L. EDDINGER, *Assistant.*

The Library contains about twenty thousand volumes. The funds available for the increase of the Library are the income from an endowment of twenty thousand dollars set apart by the Board of Trustees, and certain fines and fees.

The reading room is supplied with the more important daily and weekly papers published in this State, with several dailies of national importance, and with the best American and English magazines and reviews. On the shelves are found encyclopædias, dictionaries, and other books of reference, and temporarily the literature contained by the library on subjects proposed for debate by the literary societies.

The Library contains three special collections: "The James C. Maske Collection" of the Ancient Classics, "The Skinner Library" of religious literature, and "The S. S. Alsop Collection."

Special shelves are reserved for the library of the North Carolina Baptist Historical Society. Any books, pamphlets, church records, papers, manuscripts, and other documents tending to throw light upon the history and progress of our denomination will be gladly received and carefully preserved.

During the time the College is in session the library and reading room are open from 8:30 a. m. to 4:30 p. m., except on Saturdays when the opening hour is 10:30 a. m.

Members of the College are allowed access under a few necessary limitations to the bookshelves. Students may use the books in the Library building, and have the privilege of borrowing two volumes at a time.

During the past year donations have been made to the library by the following:

Mr. M. M. Smith.
President W. L. Poteat.
Professor B. F. Sledd.
Mr. C. C. Wheeler.
Rev. A. R. Graves.
Mrs. A. T. Connally.
Rev. Livingston Johnson.
The Union Press.
N. Y. Life Insurance Company.
Union Theological Seminary.

The Museum

The College Museum contains a considerable variety of minerals, a series of typical fossils, and specimens of the chief groups of animals, besides other interesting objects. It is, therefore, a valuable aid in the teaching of the sciences. Additions are constantly being made. The students and other friends of the College are asked to help in this work.

Since the publication of the last catalogue the following persons have made contributions to the Museum, and to them the thanks of the College are due:

President W. L. Poteat.
Instructor J. D. Ives.
Mr. L. G. Bullard.
Mr. R. J. Hart.
Professor S. A. Ives.
Mr. M. D. Phillips.
Mr. Wiley Royster.
Mr. J. E. Smith.
Professor E. E. Stewart, M.D.
Rev. Walter N. Johnson.

Wake Forest Scientific Society

In December, 1890, certain students and professors of the College organized the Wake Forest Scientific Society. Its objects are to promote interest in the progress of science and to encourage original investigation. Those who are, or have been, members of the Faculty or students of the College are eligible to active membership. The regular meetings are held on the first Tuesday evening of each month of the session.

Wake Forest Alumni Association

The objects of this association are to preserve and quicken the interest of its members in their Alma Mater, to suggest improvements in the course of study, to discuss educational problems, to record the progress of the arts and sciences, and to preserve the history and influence of the College as illustrated in the lives of individual Alumni. Any former student of the College is eligible to membership upon the recommendation of the standing committee.

The annual meeting is held at the College on Thursday evening of Commencement week, at which time a member chosen a year before delivers an oration.

The annual address for 1911 was delivered by Hon. E. Y. Webb (class of 1893), of Shelby, N. C.

The following are the officers of the Association:

President—Rev. J. Clyde Turner ('99).

Vice-President—Mr. W. M. Dickson, Wake Forest N. C.

Secretary and Treasurer—Professor H. A. Jones ('08), Wake Forest N. C.

Athletics

The College encourages all manly sports. Especial emphasis is placed on outdoor sports and every student is urged to spend some part of the day in vigorous open-air exercise. For this purpose there are baseball diamonds and tennis courts. In each college year Field Day is recognized for the encouragement of track athletics. All sports and games are under the direction of the Athletic Association, a student organization. The Faculty exercises a general advisory control through its Athletics Committee.

In order to become a member, or a subordinate member, of any athletic team, the student must conform to the following regulations:

1. He must be a *bona fide* student, taking not less than 15 hours of work, and must have registered not later than the first Tuesday in October.

2. He must receive no remuneration for his athletic services.

3. His unexcused absences from chapel services must not exceed 7 for the term; he must make an average daily grade of as much as 75 in each of his classes, and, in case of attendance during a previous term must have completed without conditions at least 13 hours of that term's work.

4. The application must be approved by the President.

An athletic team may be allowed absence from the College for periods aggregating not more than five days in any one session, not including Saturdays.

Publications

The Euzelian and Philomathesian Societies publish monthly, from October to June, inclusive, a literary magazine known as "The Wake Forest Student." It is now in

its twenty-fourth volume, and deserves the support of the friends of the College and of the Alumni in particular. Dr. J. H. Gorrell represents the Faculty in its editorial control.

The Young Men's Christian Association publishes annually a manual for the convenience of students in college life.

The general student body publishes a college annual, "The Howler."

The "Bulletin of Wake Forest College" is published quarterly by the Trustees.

Religious Exercises

Religious services are held each day, and all the students are required to attend them. Students who are not in their assigned seats when the bell ceases to toll for morning prayers are marked absent. From the time of entering the chapel to the time of leaving it students are required to abstain from all irreverent behavior.

A well-organized Baptist church, Rev. Walter N. Johnson, pastor, worships every Sunday in the College chapel and holds a prayer meeting every Wednesday evening. The students are required to be present at the whole of the Sunday morning service.

In connection with the church is a well-equipped Sunday School largely attended by the students. Professor J. H. Gorrell is the superintendent; and among the teachers, are several professors of the College who conduct Bible classes especially designed for students. A missionary society meets the first Sunday of each month.

An essential feature in the religious life of the College is the Young Men's Christian Association. It is the largest organization among the students—two-thirds of them being

actively connected with it. The purpose of the Association is to help the students to practice the truth as they learn it, to preserve their loyalty to Christ, and to win their fellows to Him. For several years the Association has made special efforts more effectively to influence the non-ministerial students. In this it has succeeded, and now the president and other principal officers come from this section of the student body. The Association assembles immediately after supper on Monday evenings for prayer meeting. These meetings are usually led by some student selected by the chairman of the religious meeting committee. Each year the Association sends a number of delegates to the Interstate Convention and to the Student Conference. It organizes both Bible Study Bands and Mission Study Bands. These bands, each with its leader, meet regularly once a week. The present officers are: D. F. Herring, President; J. W. Freeman, Vice-President; R. Skaggs, Recording Secretary; J. Neal, Corresponding Secretary; D. L. Stringfield, Treasurer. The Association publishes annually a manual for the convenience of students.

Ministers

There is no theological department in the College. Of the total number of students this session eighty-seven are ministers.

In pursuance of the purpose of the North Carolina Baptist State Convention to provide an educated ministry for the churches which compose it, ministerial students receive assistance in several ways. They are not required to pay the tuition fee. Again, those who have been licensed to preach and are unable to command the means necessary to defray the cost of board may receive aid for this purpose from the Board of Education of the Baptist State Con-

vention, so far as the means may be at its disposal. Professor W. R. Cullom, Corresponding Secretary of the Board of Education, Wake Forest, N. C., will give all who need it information on this point.

The Professor of the Bible conducts each year a class in the study of the more prominent lines of a minister's work. The class meets once a week. Its work is not credited on the requirements for any of the college degrees, but it is believed to be of especial value to ministers, helping them to a first-hand acquaintance with the literature of the subjects taught, while it stimulates in the student the desire to attend a theological seminary.

The Baptist State Convention, in its sixtieth session at Greenville, N. C., adopted a report on education which expressed the opinion that the highest interests of ministerial students are not served by their becoming pastors of churches, and the conviction that such an arrangement is not desirable for the churches themselves. In view of this action and of the mature opinion of the Faculty in harmony therewith, students who are preparing to preach will not be allowed to be absent on ministerial duty more than one Sunday in each month, and it is strongly advised that they shall not assume the pastoral care of churches at all during their student life in the College.

Scholarships

The Board of Trustees has established forty-five scholarships in the academies and graded schools of North Carolina. The Faculty has adopted the following conditions upon which appointment to one of these scholarships is made:

The appointee must be a male student of the white race, of good moral character, who has made the highest grade on competitive examination conducted under the direction of the principal or

other person in charge of the school entitled to the scholarship. The appointment is for one year only, but the scholar so appointed is eligible to reappointment, *provided* (1) his deportment is blameless, and (2) he has made a passing grade on each study taken the previous year, making, in the case of reappointment for a second year, a minimum average of 85 on all studies taken the first year, and, for a third year, a minimum average of 90 on the second year's work. The scholarship is not available to the same student beyond three years. In case the scholar fails of reappointment for a subsequent year, the school may make a new appointment on the conditions given above.

College Expenses

Required of all Students—

Tuition per term of five months.....	\$25.00
Matriculation fees per term*.....	14.00
Contingent deposit†	2.00

Special Fees—

Chemistry fee per term.....	\$ 5.00
Biology fee per term.....	2.00
Physics fee per term.....	2.50
Histology fee per term.....	2.50
Anatomy fee per term.....	7.50
Physiology fee per term.....	5.00
Bacteriology fee per term.....	2.50
Pathology fee per term.....	2.50
Graduation fee	5.00

A student taking more than eighteen hours of work a week is charged a fee of \$2.00 a term for each hour of additional work.

*Additional matriculation fees of \$2.00 in the fall term and \$3.00 in the spring term will be required of all students who fail to matriculate on the first day of the term.

†The contingent deposit is liable for any damage to College property for which students are responsible. It is returned at the end of the session, less any charges that may have been made against it. It is, therefore, not necessarily an expense, although mentioned here.

No student is allowed to enter any class without the Bursar's certificate of registration.

The charges are due in advance, registration being conditioned upon the payment of the matriculation fees and the contingent deposit. No deduction from the charges is made except in case of protracted illness.

Ministerial students and the sons of such ministers of the Gospel as live by the ministry receive free tuition. A minister who asks for the remission of this tuition fee must present his license.

Board and Lodging

Table board can be obtained in private families at \$2.50 to \$3.00 per week. Lodging can also be obtained in private families at moderate rates.

A number of students make arrangements for club-board-ing. A steward, chosen by each club, buys supplies and keeps accounts. The services of a lady are secured to super-intend the preparation of food and to preside at the table. The price of board is thus reduced to its actual cost, which seldom exceeds \$2.00 to \$2.75 per week.

Furnished rooms, with fuel and light, in the Dormitory building are rented at \$20.00 for the fall term and \$25.00 for the spring, payable in advance—one-half paid by each occupant.

To these college rooms the following regulations apply:

Rooms which are not engaged by written application to the Bursar by July 1st are considered vacant.

Vacant rooms will be assigned to the first applicant. When two or more students apply for the same room at the same time the assignment will be made by lot.

Occupants of the rooms of the Dormitory who conduct themselves in such a way as to create disorder in the build-

ing and who, by unnecessary noise, interfere with the comfort of the other occupants, will be required to vacate their rooms at once.

5. Occupants of rooms will be held responsible for all damage done to them and all disturbance created in them, and if they do not keep the rooms in good order they will be required to vacate them.

No student shall vacate his room until he has obtained permission from the Chairman of the Building and Grounds Committee and deposited the keys with him.

No room is rented for a shorter period than to the end of a term.

The Students' Aid Fund

The Students' Aid Fund, originating in a plan suggested by Mr. J. W. Denmark while a student here, has grown until its total funds now amount to about seventeen thousand dollars. It is being constantly augmented by contributions from generous friends as well as by the interest accruing on its loans. Hundreds of young men, many of them now filling positions of prominence and usefulness, have enjoyed its help. Not one dollar of it has ever been lost. Its purpose is to enlarge the opportunities of ambitious youth; its plan to make cash loans at five per cent interest for expenses other than tuition to worthy, non-ministerial students. During the current session forty-three students have been aided. A larger number may receive loans next session. Prospective students are invited to correspond with the treasurer, Prof. E. W. Sikes, Wake Forest, North Carolina.

Form of Bequest

Those who wish to remember the College in their wills should employ the following form:

“I give, devise, and bequeath to the Trustees of Wake Forest College for the endowment of said college, the sum of.....dollars.”

Daily Schedule

PERIODS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
First.	Latin 1. Law 1. German 0. Political Economy 1. Latin 3. German 1. Mathematics 0. Latin 0a.	Latin 1. Law 1. German 0. Education 5. Medicine 1. Bible 2. Mathematics 0. Latin 4. Biology 4. Latin 0a.	Latin 1. Law 1. German 0. Political Economy 1. Latin 3. Medicine 1. German 1. Mathematics 0. Biology 2 and 3. Latin 0a.	Latin 1. Law 1. German 0. Education 5. Medicine 1. Bible 2. Mathematics 0. Latin 4. Biology 4. Latin 0a.	Latin 1. Law 1. German 0. Political Economy 1. Latin 3. Medicine 1. Bible 2. German 1. Mathematics 0. Biology 2 and 3. Latin 0a.
Second.	Mathematics 1. Physics 1. Spanish 1. Government. Greek 0. Biology 2 and 3. Astronomy. Medicine 9. Law 3.	Mathematics 1. Surveying 1. English 5. French 2. Greek 0. English 2. Physics 2. History 2. Law 3.	Mathematics 1. Physics 1. Spanish 1. Government. Greek 0. Bible 3. Astronomy. Law 3.	Mathematics 1. Surveying 1. English 5. French 2. Greek 0. English 2. Physics 2. History 2. Law 3.	Mathematics 1. Physics 1. Spanish 1. Government. Greek 0. Astronomy. Law 3.
Third.	Mathematics 1. Mathematics 2. Law 2. Greek 2. French 1. Biology 1. Medicine 9. Latin 0b. Practice Surveying 1.	Mathematics 1. Mathematics 3. Law 2. Bible 3. Biology 5. English 3. Latin 0b. Sci. German. Drawing 2.	Mathematics 1. Mathematics 2. Law 2. Greek 2. French 1. Biology 1. Latin 0b. Drawing 1.	Mathematics 1. Mathematics 3. Law 2. Bible 3. Biology 5. English 3. Latin 0b. Sci. German. Practice Surveying 2.	Mathematics 1. Mathematics 2. Law 2. Greek 2. French 1. Biology 1. Physics 2. Medicine 9. Latin 0b.

Fourth.	Law 4. Greek 1. Latin 2. Chemistry 1. Education 3. English 4. Practice Surveying 1. French 0. Chapel Service.	Law 4. Greek 1. Chemistry 1. Education 3. Drawing 1. Surveying 2. French 0.	Law 4. Greek 1. Chemistry 1. English 4. Practice Surveying 2. History 1. French 0. Chemistry 2.	Law 4. Greek 1. Latin 2. Chemistry 1. Surveying 2. History 1. French 0.
Fifth.	Mathematics 1. Philosophy 1. Medicine 2. German 2. English 1. Education 2. English 6. Political Economy 2. Law 5.	Mathematics 1. Philosophy 2. Medicine 2. Sociology. English 1. Education 2. English 6. Bible 1. Law 5.	Mathematics 1. Philosophy 1. Medicine 2. German 2. North Carolina Hist. Medicine 8.	Mathematics 1. Philosophy 1. German 2. North Carolina Hist. Medicine 8. Law 5.
Sixth.	Latin 1. Greek 3. Medicine 10 and 11. Education 1. English 1. English 3. Law 6. Gymnasium. Latin 0b.	Latin 1. Greek 4. Medicine 6. Education 1. Physics 3. English 1. Law 6. Gymnasium. Latin 0b.	Latin 1. Greek 3. Medicine 10 and 11. Education 4. Physics 3. German 3. Law 6. Gymnasium. Latin 0b.	Latin 1. Greek 3. Medicine 10 and 11. Education 4. Physics 3. German 3. Law 6. Gymnasium. Latin 0b.
Seventh.	Latin 3. Bible 1. Gymnasium*. Med. 10 and 11, Lab. English 2.	1:30—3:30 Period for Laboratory Work.		
3:30—4:30	Chem. Laboratory 1. Biolog. Laboratory 1. Physics, Lab. 1. Medicine 8, Lab.	Chem. Laboratory 1. Biolog. Laboratory 1. Physics, Lab. 1. Med. 10 and 11, Lab. 1.	Chem. Laboratory 2. Physics, Lab. 1.	Chem. Laboratory 2. Biolog. Lab. 2 and 3. Physics, Lab. Med. 10 and 11, Lab. Medicine 2, Lab.

*At the same time daily. †Medicine 6, Lab. Saturday 8:30—12:30.

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NEW SERIES

JULY, 1912

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MIDSUMMER NUMBER

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Culture and Service *

BY PRESIDENT WILLIAM LOUIS POTEAT.

GENTLEMEN OF THE CLASS OF 1912:—The seal impressed on the diplomas which you have just received bears the early Christian symbol, the monogram of the Greek form of Christ with the Greek Alpha and Omega. The rays of light issuing from the monogram recall that Christ is the light of the world, and the whole suggests that Wake Forest College is one of the agents of its dissemination "*pro humanitate*"—for the benefit of mankind. The seal is not an artist's empty fancy. It was designed to present the facts of history. This symbolism and motto set forth the conscious aim and function of the College.

A correspondent of a northern journal the year when the institution was opened, after a depressing view of conditions in North Carolina, adds, "They have kindled a light in the Wake Forest Institute which will, I trust, soon shed its beams over the whole State." That is precisely it; light for service. And the men who kindled that flickering torch seventy-eight years ago were moved by the Christian impulse. Wake Forest was not alone in this regard. Harvard College (1636) was born in the pious wish "to vindicate the truth of Christ and promote His glorious Kingdom." Yale College (1701) was founded, as says the original charter, in "a sincere regard to and zeal for upholding and propagating of the Christian Protestant religion." With the single exception of the University of Pennsylvania (1751), all collegiate institutions up to the middle of the nineteenth century were almost wholly Christian in origin. Even now,

* Baccalaureate address at Wake Forest College, May 17, 1912.

in spite of secular influence invading after that date the older foundations and dominating many of the later ones, three-fourths of the existing higher institutions of learning have been due to denominational effort. In other words, Christ is still King in American college education, and the promotion of His Kingdom is the avowed prime business of the American college.

Do such an origin and relation fetter the spirit of American youth? or compromise freedom of inquiry? or put the bushel over the light of truth? Let the most influential thinker in the World's Congress of Free Christianity and Religious Progress meeting in Berlin two years ago, make answer. "We can be sure," says Troeltsch, "that European culture without a foundation in the religious power of Christianity can scarcely endure." Let western civilization itself make answer, for all which distinguishes and glorifies it is directly due to that stream of altruism with which Christianity has enriched every stage of its development. Consider, moreover, the fundamental and comprehensive character of the Kingdom of God. It is the organic expression of the will of God in human relations, in all human relations. Its demand reaches to the roots of being. Its supreme sanction is the vital bond of all social organization. The authority of its law is universal, controlling all life, individual and national, and its race-wide sway is the inspiration and goal of all the highest human endeavor. It involves love of family, love of country, love of humanity. It contemplates a personal and social regeneration, and lays a firm hand on things as they are to make them what they ought to be. Its standard in the midst of a society still largely pagan has created the social problem, and from the practical ministry to all human need which that standard enjoins there is no release.

If, now, Wake Forest College sprang out of the bosom of this large conception, if it is called into the service of this divine purpose, what is the instrument of its service? by what means does it seek to realize its aim? It may be answered shortly, by culture. Not so much by discovering new truth as by imparting the Christian ideal, for its interest is not in subjects, but in men. It *cultivates* not literature and science, but men. And cultivation always counts.

The grapes which dye thy wine are richer far,
Through culture, than the wild wealth of the rock;
The suave plum than the savage-tasted drupe;
The pastured honey-bee drops choicer sweets,
The flowers turn double, and the leaves turn flowers.

What we call *culture* the ancient Latins called *Humanitas*, a word which brings to the front an essential quality of culture, namely, freedom from prejudice and provincialism, a wide expansiveness of sympathies. The pursuit of the branches of polite learning has, indeed, sometimes issued in a fastidious superiority which held aloof from the mass of humanity, if, indeed, it did not despise its rude manners, its commonplace thoughts, and its empty interests. But such a dainty product of mere literary and æsthetic pursuits is not culture. It lacks the root idea of *humanitas*. Beside this humaneness and catholicity of feeling, culture recognizes the supremacy of the soul as against the insistence of sense, and imposes a lofty, unselfish life ideal. It enhances the excellence of our nature in its harmonious expansion. If we may follow Mr. Matthew Arnold, it involves the scientific passion of pure knowledge, the moral and social passion for doing good, for removing human error, clearing human confusion, and diminishing human misery, the desire to make reason and the will of God prevail. Such cul-

ture, he adds, is of the highest practical service. It is equally apparent that such culture is the proper instrument by which the college may realize its high mission as an agent of the Kingdom for the benefit of mankind.

The opportunity for this service has never been larger or more inspiring than it is today. Here is the needy State calling for equipped men of patriotism and character to serve the people in legislation and administration. One of the most pleasing things in more recent Wake Forest history is the increasing number of our men who are carrying the Wake Forest ideal into the service of the State. But the public life of the college man is by no means restricted to official position. Indeed, the modern democratic State is not governed by its officers, but by its atmosphere, by the subtle, pervasive, universal power of public opinion. And the responsibility to guide and to correct this king of the new democracy falls heavily upon you and those who share with you the privilege of college education. There is pressing demand for the building up of a public conscience on the civic obligations of wealth, on sanitation and the battle to eradicate infectious diseases, on the insane perpetuation of degeneracy through unrestricted independence in the matter of marriage eligibility. The enemies of the life of man, some of them entrenched in vested interests or deep-set in an inveterate aristocratic tradition—who will meet them in the open field of mortal combat but the men who have the college equipment and the college ideal? And the enemies of the social order—that monstrous irrationality, war, which carries commercialism to the extreme of social suicide—what can break its back but the idealism and intelligence of the college men of the world, who are now finding in the new patriotism a new arena for the martial virtues; social injustice wherever it may appear; the arrogance and

oppression of corporate wealth; the hard conditions under which the poor fight the endless battle for bread; the cry of the little children for their inalienable rights of playtime and education;—here, gentlemen, is no small part of your task and your opportunity to push forward the growing Kingdom of God, the reign of righteousness and peace.

And permit me to remind you that a high purpose and a true ideal, a good equipment and a recognized task, amount to little unless they are hooked up and take hold on the actual situation at the place of most urgent need. Those famous North Carolina resolutions which, more than a year before the national declaration of independence, declared the commissions of the king and parliament annulled, appointed in resolution number twenty Colonel Thomas Polk and Dr. Joseph Kennedy to purchase 300 pounds of powder, 600 pounds of lead, and 1,000 flints! Lay aside cap and gown, get your gun and fill your powder horn. The enemy is trampling down the corn, looting the precious personal wealth of your State and country. Out with you for game, in the name of God and humanity! The fight will call for all your heroism and enthusiasm. It will be protracted, often acute and dangerous. I would hearten you for it by reminding you that you will find your life in proportion as you lose it, and that you fight no hopeless battle; the bugles of God never sound retreat. The universe is keyed to righteousness, and as certainly as God is in His heaven, all will be right with the world.

In 1848, with French troops beleaguering the city of Rome, Mazzini rebuked the quarreling and irresolute deputies, saying, "Here in Rome we may not be moral mediocrites." It is even so: to have been noble once imposes a perpetual obligation of nobleness. It belongs to the blood, and ever to be base is a form of suicide. So is a common-

wealth under bonds to its heroic past. With Quaker and Baptist independence in the East truckling to no foreign-bred aristocracy, civil or religious; with King's Mountain and the Mecklenburg Resolves in the west, and Guilford Court House in the center; with her gray jackets in the sixties outnumbering her ballots, and her Lane and Pettigrew on the fiery crest of Gettysburg, North Carolina is irrevocably committed to the highest civic virtues, and her sons to the unbroken tradition of heroism.

According to her opportunity, if not according to her hope, your Alma Mater has led you into this heritage of inspiration; has imparted to you freely of her ideal of *humanitas pro humanitate*; has enriched you with inward resources and satisfactions against transient depression or defeat; has equipped you with the implements of victory, and now sends you forth her latest and her largest addition to the forces of the new patriotism. "And whosoever would be first among you shall be servant of all."

Wake Forest College

BY B. W. SPILMAN, D.D.

The supreme test of any institution is the student who goes out from its walls. Of course Wake Forest College does not leave its impress on every man who enters. Now and then some man will enter and stay a little while, never really receiving the impress of the College. He then goes away to live the narrow, contracted life; but such a history is exceptional.

The Wake Forest student has the opportunity of doing his work in the clear, pure air of a country village. There is a gymnasium for exercise; there is an athletic field; and then there is all out of doors with the running brooks and the clear, blue sky overhead—an environment where he may develop a physical manhood, and which will help to acquaint him with the beauties of nature and of life. It is worth a good deal to a student to spend four years of his life in close touch with nature. The great universities, packed close in the great cities, do not afford the best opportunity for the development of thinkers. The Wake Forest man has an opportunity to do some thinking, and this may be done without the distraction of the continuous rattle and roar of the world's traffic.

But Wake Forest has something else besides pure air. The scholarship of the Institution ranks with the very best. Its reputation in this line is as extensive as is the knowledge of men who inform themselves about educational institutions. It is a standard college and when a man goes out into the world and announces that he is a Wake Forest man, he does not have to go into explanations as to where the col-

lege is, or what it is, or what it stands for. Its men have spoken for it in every continent, and in every clime. Men who know of real scholarship also know that Wake Forest stands for the very best.

Wake Forest trains men to think on their feet. If there are two better literary societies in the world than the two at Wake Forest College it has never been my privilege to hear of them. During the past four years I have lived in the atmosphere of college life. I have visited colleges in many States of America, and from MacMaster University in Toronto, to the Cuban-American College in the city of Havana; from Columbia University in New York city to the University of California, I have to some extent watched their work. There are some things at Wake Forest College that are to be had nowhere else in the world, and one of these things is the training which comes to the man who faithfully does his society work. Wake Forest inspires in men a desire to be somebody and to do something in the world. No man can breathe the atmosphere of this quiet little village and have before his mind constantly the mottoes on the two society banners, without forming within himself a determination to be, rather than seem to be, and to find a way or make one.

The literary culture which Wake Forest gives, together with its mental training, paves the way for its work in special lines. For many years its lawyers have been able to hold their own with men everywhere. Its department of Medicine is recognized as being as thorough as any in America. This department welcomes the investigation of the Carnegie Foundation and enjoys its commendation. Its department of Education sends forth men who are prepared both for teaching and for administration. It sends forth men who are trained in Sunday School work. A man who

receives the Wake Forest spirit will find himself at home either in the great city church or in the remote country meeting house.

The moral atmosphere of this quiet little village of plain living and high thinking is of such a nature that one must be a hardened sinner indeed to spend four years as a resident and not have the whole moral tone of his nature made better. The college and the village stand for the religion of Jesus Christ. The college does not put its religion off in a corner. The very atmosphere is charged with it. It is to be seen in the people, and in the classrooms, and in the private lives of its professors. The moral ideals are as high as the mental, and fortunate that student who spends four years in contact with the men who do the teaching in Wake Forest College. Of the three greatest teachers that I have ever known President Poteat is easily one. It was my good fortune to spend a whole year studying in his private laboratory. Through the great microscope in his library, under this teacher, who loves God, and who believes in Him, both in His revealed Word and in the book of nature, I could see the footprints of God in the world of things invisible to the naked eye.

When the Wake Forest man goes out into the world, if he has the stamp of the College on him, he can generally render a good account of himself. One has but to make a list of the men who have attained prominence in the political world of North Carolina, to know that this is true. From the Governor of the State on down through the men who represent our State in Congress and on the judge's bench, in the various State offices and in the General Assembly of North Carolina, one may find Wake Forest men at every turn of the road. The recent contest for Speaker of the House between Dowd and Justice mattered not so far as

Wake Forest was concerned, since whichever way the election went a Wake Forest man would be Speaker of the House of Representatives. As it came to pass both of them became speakers in succession. The wide-awake Attorney-General is remembered as a student on the campus of Wake Forest College. Whether the U. S. Senate shall see Kitchin or Simmons in its halls next year, it will be a Wake Forest man in either case.

And everywhere that the Kingdom of Jesus Christ has its far-flung battle line you will find Wake Forest men in the thick of the fray. In religious journalism five of the denominational papers of the Southern Baptist Convention have Wake Forest men as editors.

In the world of authorship it would take an article longer than this one to give simply the names of the books produced by Wake Forest authors. Wherever Americans keep track of the literature of today the books of Thomas Dixon are read. The most widely used Greek Grammar in the world is the work of a Wake Forest Man. The New Testament Greek Grammar of Professor A. T. Robertson is recognized as authority wherever people study Greek. In the world of education Wake Forest men are to be found in many leading universities and colleges of the country. It is exceedingly rare that I ever visit an educational institution without finding a Wake Forest man doing valiant service in this field of endeavor. I spent two weeks recently in the Southwestern Baptist Theological Seminary at Fort Worth, Texas. I found in a faculty of eight three Wake Forest men. Then in Baylor University the Dean of the College is Prof. J. L. Kesler, with Prof. Harry Trantham doing splendid service by his side. In the city of New Orleans, in Tulane University, Prof. Irving Hardesty stands in the very front ranks of the scientists of the country. To even

name the list of men who are doing service in this great field would fill a volume.

Wherever the temperance fight has waxed warm Wake Forest men have been found on the firing line. It was not an accident that Mr. John A. Oates was called out to lead the fight and win the victory in North Carolina. And preachers! Their name is legion. The two preachers who are today attracting more attention than any two men in the world are the two strong Wake Forest men who occupy pulpits in London, the world's metropolis, A. C. Dixon and Len. G. Broughton, who are standing for righteousness in the city of London and today rank as its strongest preachers. There is not a city on the American continent, there is not a foreign land where Baptists have mission work but that the voice of Wake Forest men has been heard proclaiming the evangel of the Master.

The man who aroused North Carolina to care for orphan children and who made possible the magnificent orphanages of today was Mr. J. H. Mills, the founder of orphanages at Oxford and Thomasville. In our Home Mission work there is no man who is doing more valiant service than Rev. J. F. Love, D.D., the Assistant Corresponding Secretary of the Home Mission Board. From the city of Dallas, Texas, his influence spreads throughout the territory of the Southern Baptist Convention proclaiming the gospel of the redemption of America. With tongue and pen he sends forth the message of Jesus Christ. The Foreign Mission work of the world knows of the splendid service of Matthew T. Yates, the great apostle to China; and the stream of men who have followed him from the halls of Wake Forest College has poured itself into the utmost ends of the earth, carrying the gospel of the Lord Jesus Christ into its darkest corners.

In the Sunday School world Wake Forest College has

been in the very front. The man first elected Corresponding Secretary of the Sunday School Board was Dr. Lansing Burroughs, who for some thirty years has been one of the Recording Secretaries of the Southern Baptist Convention. The President of the Sunday School Board, Dr. E. E. Folk, is a Wake Forest man. A half dozen Wake Forest men have done splendid service as Field Secretaries.

If one should go over to the South Carolina Baptist State Convention it would look as if Wake Forest College were located in South Carolina. With the President of the Convention, the President of Furman University, the Secretary of State Sunday School Work, and the other Wake Forest men scattered throughout the Convention, one would feel that he had gotten home again. If the Wake Forest men should be taken out of the Southern Baptist Convention it would be far smaller and far weaker. When the Southern Baptist Convention met in Kansas City there was a great mass meeting held in the city auditorium on Sunday afternoon. The men who were selected to have charge of this large meeting were not selected because they were Wake Forest men; they were selected rather for their ability to do the service called for and not because of their geographical location. It looked like a Wake Forest reunion. The men on the platform were Rev. John E. White, D.D., of Atlanta, Ga.; Dr. Len G. Broughton, of Atlanta, Ga.; Rev. J. F. Love, of Dallas, Texas, and Rev. A. C. Dixon, of Chicago, Ill. This kind of combination often takes place.

Wake Forest should provide on its campus a hall of fame. In it there should be a room for Wake Forest statesmen. This room would be a large one and in it there should be pictures by the hundreds; and before many years they would run into the thousands. There should be another room for the authors. I have just jotted down more than fifty Wake

Forest men who come into mind at present who have written books. This number, should it be accurate, would be much nearer one hundred. There should be a room where we could hang the pictures of the men who have attained prominence in the educational world. The pictures of about two hundred men would have to be here as representing those who have held professorships in educational institutions conferring degrees. There might be a room for preachers, but I should dislike very much to serve on a committee to locate the pictures in this room.

The impact of Wake Forest on the life of the student, and the impact of Wake Forest men on the life of the world at large, makes me more thankful every day that I live that I spent four years within its walls and received from its Faculty and Trustees a diploma just twenty-one years ago today.

June 11, 1912.

Department of Education

Report of the Year 1911-1912

BY PROFESSOR J. HENRY HIGHSMITH.

STUDENTS ENROLLED IN THE DEPARTMENT.

Education I	48
Education II	25
Education III	11
Education IV	6
Education V	6
	96
Special Class	24
S. S. Pedagogy.....	46
	166

COURSE OF STUDY AND AMOUNT OF WORK DONE.

Education I.

Pages.

1. Salisbury, School Management.....	196
2. Dutton and Snedden, Administration of Public Education in the United States	595
3. Perry, Outlines of School Administration.....	452
	1,243

(In addition to the above, each student was required to write a paper which usually necessitated the reading of a book).

Education II.

Pages.

1. Thorndike, Principles of Teaching.....	293
2. Bender, The Teacher at Work.....	259
3. Strayer, A Brief Course in the Teaching Process.....	315
	867

(Bagley's *Educative Process* and McMurry's *Elements of General Method* were given in lectures.)

Education III.

Pages.

1. Monroe, Textbook in the History of Education.....	772
2. Dexter, History of Education in United States (completed) ..	345
3. Rousseau, Emile.....	157
4. Pestalozzi, Leonard and Gertrude.....	181

1,455

(Monroe's Source Book and Painter's Great Pedagogical Essays used for parallel reading.)

Education IV.

Pages.

1. Kirkpatrick, Fundamentals of Child Study.....	384
2. O'Shea, Social Development and Education.....	561

945

(In addition, each student read a separate book on the subject of Child Study. This is a two hour course.)

Education V.

Pages.

1. Horne, Philosophy of Education.....	295
2. Bolton, Principles of Education.....	790

1,085

Special Class in Education.

Pages.

Colgrove, The Teacher and the School.....	405
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(This class meets once a week. Attendance is voluntary. In addition to the above the Public School Law was studied.)

Sunday School Pedagogy.

Pages.

1. Sunday School Normal Manual.....	235
2. Beauchamp's The Graded Sunday School.....	222
3. Trumbull, Teaching and Teachers (completed).....	166

623

(This is an elective course. Class meets once a week.)

Grand total pages.....5,380

Teachers have been located as follows: P. A. Underwood, South Mills, N. C.; J. B. Edwards, Oxford, N. C.; G. M. Beam, Mapleville, N. C.; S. C. Gettys, Creedmoor, N. C.; M. L. Barnes, Spencer, N. C.; W. B. Edwards, Grifton, N. C.; H. T. Hunter, Southside Female Institute, Chase City, Va.; W. G. Privette, Kinston, N. C.; H. M. Beam, Wallburg, N. C.; L. B. Olive, Wagram, N. C.; H. A. Nanney, Red Oak, N. C.; G. C. Kirksey, Oak Ridge, N. C.; L. G. Bullard, Bay Leaf, N. C.; T. L. Revelle, Forest City, N. C.; A. J. Hutchins, Booneville, N. C.

Mr. J. M. Cheek, of the Class of 1911, has been elected to the principalship of Liberty-Piedmont Institute, Wallburg, N. C., to succeed Principal Kader R. Curtis, resigned. Mr. Cheek had served one year as Assistant Principal.

Mr. E. A. Harrill, Superintendent of the King's Mountain Graded School, has been reelected for the coming year at an increased salary, which indicates that his work is appreciated.

Mr. J. B. Vernon, of the Class of 1911, returns as Principal of the Graded School at Stem, N. C. He received a substantial increase in salary, which is evidence of the high order of his service.

Mr. W. H. Hipps, who has taught two years at Biltmore, was unanimously elected County Superintendent of the public schools of Buncombe in July.

Mr. Kader R. Curtis, of Ahoskie, N. C., has been elected to the principalship of Elm Avenue School, Portsmouth, Va. Mr. Curtis graduated in 1906. In September, 1906, he became Principal of the school at Severn, in Northampton County. He remained there for four years, building up one of the largest, best equipped, most efficient high schools in the State. In 1910 he resigned at Severn to accept the principalship of Liberty-Piedmont Institute, Wallburg, N.

C. The Institute prospered under his administration, and Mr. Curtis's friends regretted that he resigned in the spring of the present year, for he had done a high order of work.

Mr. Curtis's progressiveness is indicated in the fact that three years ago he attended the Summer School at Harvard University, and this year he will attend the Summer School at Teachers' College, Columbia University.

We regret to lose Mr. Curtis from our Baptist schools and from the State, but he is entering a system of schools where he will have ample opportunity to demonstrate the fine qualities that he possesses, and to rise in his profession.

Mr. W. T. Hurst has been elected Principal of the High School at Manndale, N. C.

Mr. O. L. Riggs has been elected to the principalship of one of Durham County's best schools, located at White's Cross Roads.

Mr. Carl Ragland becomes Principal of Madison Seminary-High School, Marshall, N. C. He taught last year at Rockford, N. C.

Faculty Personals

Professor Needham Y. Gulley, of the School of Law, made the Commencement address at the close of the city schools of Dunn.

President Poteat's engagements for addresses since the record of the January BULLETIN are the following: January 29, "Conservation of Life," before the Eastern Training School, Greenville; February 4, before the Young Men's Christian Association of Winston, and in the evening at the Brown Memorial Church; February 22, before "The 9019" at Trinity College; February 29, "Education in the South," at the Calvary Baptist Church, New York City; March 3, at the Collegiate Baptist Church, New York City; missionary addresses at Forestville, March 10, and Youngsville, March 17; March 30 and 31, addresses at Fremont; April 6, "The Public Wealth," at the commencement of Clement High School; April 9, before the Fortnightly Club, Raleigh, "The Biological Revolution and Darwin's Relation to It"; April 15, "The Soldier of the Kingdom and the New Battlefield," before the Baraca-Philathea Convention of North Carolina, Salisbury; April 23, commencement of Castalia High School; April 28, at Baptist Church, Wakefield; May 3, commencement of Mars Hill College; May 21, commencement of Mt. Pleasant Collegiate Institute; May 24, presentation of Senator Thomas Pryor Gore, Raleigh; May 28, seventy-fifth anniversary banquet, Guilford College; May 31, commencement of the High School at Whitakers; June 9, before the Baraca-Philathea City Union, Greensboro; June 23, at the Baptist Church, Henderson; July 2, "The Mission of the Church," Eastern N. C. Assembly, Winter-

ville; July 14-19, conducting the Conference on Education under Baptist auspices, Ridgecrest.

Miss Louise P. Heims, College Librarian, is giving a course of lectures in the Summer School of Library Methods at the University of Pennsylvania, for the months of July and August.

Professor Benjamin Sledd spoke before the Woman's Club of Goldsboro at the celebration of the Browning centenary on the evening of May 7.

Professor J. L. Lake and his family are spending the vacation at Upperville, Va.

Professor Edgar W. Timberlake of the Law Department attended the annual meeting of the North Carolina Bar Association at Morehead City.

Dr. Willis R. Cullom, of the Chair of the Bible, attended the meeting of the Religious Education Association in St. Louis, Mo., March 12-14. The special section of the Association in which he was particularly interested was that on the training of religious leaders. He attended also the Student Conference at Black Mountain, also the Missionary Education Conference which followed. At Dell School, February 22-24, he made six addresses on the Gospel of Matthew.

Director J. Richard Crozier, of the Department of Physical Culture, left with his family June 28th for six weeks of study in the Harvard Summer School of Physical Training. It will be remembered that he attended the same school last summer.

Professor Hubert McNeill Poteat, of the Chair of Latin, received from Columbia University on the 5th of June the degree of Doctor of Philosophy. He reached Wake Forest

from the Hotchkiss School, Lakeville, Conn., June 19. On the 26th of June he was married to Miss Essie Morgan, of Marion, N. C., departing immediately on a bridal trip to the White Mountains and Lake George.

On the first of July Dr. Edgar E. Stewart, Professor of Anatomy, left with his family for New York City. His address for the remainder of the summer is 123 W. 11th St., New York City.

Professor J. Henry Highsmith was President of the Baptist Young People's Union of North Carolina during the past year and occupied the chair at the annual convention at Dunn, June 11-14. He was reelected for next year. He appears on the program of the Virginia Baptist Assembly at Virginia Beach, July 14-20. He has the following engagements to conduct institutes for County School Teachers: Duplin County, July 1-12; Gaston, August 5-16; Warren, August 19-30.

Associate Professor Jay B. Hubbell, in company with Mr. Evans Norwood, of Goldsboro, sailed for Europe from Philadelphia May 24. The gentlemen will cycle through much of the British Isles and then cross to the continent. Professor Hubbell will be at his post by the opening of the session.

Dr. Charles Edward Brewer was elected Dean of the College at the annual meeting of the Trustees in May last. On April 14 he made two addresses at Henderson, and on April 17th, the commencement address for the Severn High School; on April 25-26 he gave lectures in the Sunday School Institute at Warsaw, and at Siler City, April 26-28; on May 3 he made the commencement address at Coats High School, and at Bethel Hill, May 8; on May 10 a Junior Order address at the Mocksville High School, and on June

26 an address on "The Big Boy and the Baracas," before the World-Wide Baraca-Philathea Convention at Norfolk, Virginia.

Dr. E. W. Sikes has delivered addresses at the following schools: Atkinson, April 3; Tyro, April 10; Chadbourn, April 11; Ahoskie, April 18; Bethel, April 25; Aberdeen, May 2; Dell School, May 9; Conway, May 16; Oxford College, May 27; Elizabeth City, May 30; Thomasville Orphanage, July 3, and at the following churches: Perry's Chapel, March 2; Forestville, March 9; Youngsville, March 16; Rolesville, March 30; Glen Royal, April 14; Auburn, June 2; Franklinton, June 8. He has published the following articles in the *Carolina Democrat*: "History of the United States Senate," "Sketch of T. W. Bickett," "Our State Administration Offices," "Woodrow Wilson."

Among the Alumni

* Rev. N. R. Pittman (B.A., 1881), of Kansas City, Mo., continues to use his literary gift as a member of the staff of the *Word and Way*. His contributions appear under the heading "Fragments," and are marked by originality and felicity of form, and not infrequently by great beauty and tenderness of sentiment. A Missouri pastor of kindred spirit some months ago thus characterized Mr. Pittman: "Dreamer of dreams, maker of quaint phrases, delicate charmer of the heart, spirit of radiant hopes, seer of the unseen, romancer of the deepest soul."

Mr. Charles Jeter Jackson (B.A., 1909) is the Field Secretary of the Young Men's Christian Association for the State of Tennessee, with headquarters at Nashville.

Two Wake Forest men have had more to do with shaping the policy and curriculum of the Eastern Carolina Training School, Greenville, than all others save the President, namely, Mr. W. H. Ragsdale (B.A., 1880), Superintendent of Public Instruction for the county of Pitt, and Professor Claude Wayland Wilson (B.A., 1893), of the chair of Pedagogy in that institution.

Mr. Fred F. Brown (B.A., 1908, M.A., 1909), who is pursuing his studies in the Southern Baptist Theological Seminary, is the author of a clear and strong tract on "Power Houses in the Highlands," published by the Home Mission Board of the Southern Baptist Convention, Atlanta. Of course Mr. Brown is speaking of the high schools maintained by Baptists in the Appalachian region of the South. These schools number thirty and have a student body aggregating 5,000.

Rev. James R. Edwards ('88-'90), after a successful pastorate at Sanford, N. C., began the first of the present year the pastorate of the Baptist Church of Birmingham, Ala. Mr. Edwards will be practically the pastor of the students of Howard College.

Mr. Eugene A. Turner (B.A., 1905, M.A., 1906) is proving himself one of the most enterprising and successful of the general secretaries of the southern colleges. In addition to the customary work of the Young Men's Christian Association in the Georgia Technological Institute at Atlanta, Mr. Turner issues an attractive monthly letter. In his successive annual reports he appears to be hard put to it to avoid the stereotyped expression "the best yet," and at the same time to be true to the facts.

Mr. Flake Turner Burke ('03-'07) has been a resident of Roosevelt County, New Mexico, since 1909. On the 9th of November, 1911, he was united in marriage to Miss Dobbs, of Portales, New Mexico. Apropos of this marriage the *Roosevelt County Herald* had the following pleasant things to say of Mr. Burke:

"Mr. Burke has been a resident of Portales and Roosevelt County for more than two years and has been prominently identified with every forward movement of the community, as well as every phase of the religious life and work of the Baptist church of Portales. He owns a home two miles out from Portales and has not been away from North Carolina long enough to learn how to shirk his work. Raised in or near Statesville, North Carolina, where his parents now live, educated at Wake Forest College, he has come to New Mexico to make his home, and has taken pains to secure one of the best and most sensible girls in this community to be his home maker.

"No more sensible or useful couple ever joined hands and hearts in this community."

Rev. Elbert N. Johnson (B.A., 1910), after graduating at

the Southern Baptist Theological Seminary, accepted the call of the First Church at Morganton and entered upon his work there June 1. He is a brother of the college pastor.

Rev. Oscar J. Peterson (B.A., '92) succeeds Rev. R. M. Boone as editor of the *Baptist Chronicle*, the Louisiana State paper. Another North Carolina "exile" in a high post of honor and usefulness where he will "make good."

At the commencement exercises of Central College, Conway, Ark., May 19-22, the missionary sermon was preached by Dr. W. H. Sledge, of Helena, Ark. (B.A., '94).

Rev. L. J. Powell ('01-'02) is pastor of the Baptist church at Grafton, West Va.

Rev. E. M. Harris (B.A., '97) became pastor at Marion, Va., April 1st.

Rev. C. V. Brooks began his work as pastor of the Enfield Church on the fifth Sunday in March. We gladly welcome him back to North Carolina.

Dr. W. L. Foushee (M.A., '94) made a striking address before the Confederate Veterans of Roxboro on June 3. Dr. Foushee, after serving as Professor of Greek in Richmond College for several years, dropped the pedagogue's robes and took up the practice of law with his brother, Judge Howard Foushee (M.A., '89) at Durham, N. C.

Professor N. W. Walker, editor of the *North Carolina High School Bulletin*, published by the State University, in the issue for January, has this to say of Mr. Frank T. Wooten (B.S., 1888): "Mr. Wooten has been Superintendent of Schools in Columbus County since 1903, and those of us who know him and his great work know that he himself has been the leading spirit in the educational awakening of his county. Afire with educational zeal him-

self, he has been the leader and inspirer of his people, and they have not remained unresponsive to his appeals." Then follows a table taken from a paper by Mr. Wooten in the same issue of the *Bulletin* on "The Educational Development of Columbus County," the most striking items of which are the following: No. local tax districts in 1902, 3; in 1912, 36. Average school term (in months), 1902, 2.5; 1912, 5. Percentage of illiteracy, 1902, 13 per cent; 1912, 4.5 per cent. Rural libraries established since 1902, 42; schoolhouses built, 45.

Mr. W. Horace Stillwell (B.A., 1897), of Savannah, Ga., is the secretary and treasurer of the Chatham Real Estate and Improvement Company of his city. The issue of the New York *Mercantile and Financial Times* for February 10, 1912, speaks in warm commendation of the standing and methods of Mr. Stillwell's company, which was organized in 1885 and has a capital stock of \$500,000 and assets of \$650,000.

Dr. Rufus W. Weaver (M.A., 1893), pastor of the Immanuel Baptist Church, Nashville, Tenn., delivered this year's series of lectures at the Southern Baptist Theological Seminary on the Sunday School Board Foundation, February 26 to March 1. The lectures were five in number on the general theme "The Religious Development of the Child." The subjects of the several lectures were the following: I, The Institution and the Child; II, The Psychology of the Child; III, The Psychology of Conversion; IV, The Teachers of the Child; V, The Religion of the Child. To the syllabus of the course, which Dr. Weaver has published, a brief but valuable bibliography is appended.

Mr. Lee McBride White (B.A., 1908) was married to Miss Jennie Lee O'Neal, of Barnesville, Ga., March 7, 1912.

Mr. White's friends will be interested to know, further, that he has decided to enter the Theological Seminary next year and fit himself for the ministry.

Dr. Samuel J. Porter (M.A., 1893), pastor of the First Baptist Church of San Antonio, Texas, on the occasion of the centennial celebration of the sailing of the Judsons for India, made three addresses before the students of Baylor College, Belton, Texas, on the subjects, "The Missionary Monogram," "Patriotism in the Kingdom of God," and "The Encompassment of the Great Commission." The addresses are published in the *Baylor College Quarterly* for March.

D. S. Kennedy (B.A., 1912) becomes the editor of the *Orphans' Friend*, published by the Orphanage of Oxford, N. C. A recent issue of the *Friend* says: "He comes to his work with a freshness and zeal that will quicken the paper and inspire it to greater usefulness."

Santford Martin (B.A., 1910) is the successful city editor of the *Winston-Salem Journal*.

Rev. Caleb A. Ridley ('96-'97) became pastor of the Central Baptist Church, Atlanta, the first Sunday in June. A glowing account of Mr. Ridley's work is published in the *Golden Age* of June 6.

At the recent commencement of the Southern Baptist Theological Seminary the baccalaureate sermon was preached by Rev. Dr. J. W. Lynch (M.A., 1888), of Athens, Georgia. Dr. Lynch has the abiding love of all Wake Forest, college and town.

Dr. Rufus Hunter (M.A., 1889), of Raleigh, was married on April 30 to Miss Nannie Gordon Willis, of Fredericksburg, Virginia.

Earle B. Fowler (B.A., 1903) has been elected Professor of English in Georgetown College, Ky. Professor Fowler was for two years head of the department of English in Howard College, Ala., and during the past year was Fellow in English in Chicago University.

Thomas H. Briggs (B.A., 1896) has been made Assistant Professor of English in the Teachers' College, Columbia University. Professor Briggs served for a number of years as head of the English Department of the Eastern Normal College, Charleston, Ill. He will publish during the summer a text-book on language study.

Among this year's graduates of the Southern Baptist Theological Seminary were, with Th.M.: M. D. Austin (B.A., 1905), F. F. Brown (B.A., 1908), and O. R. Mangum (B.A., 1907; with Th.B.: L. E. Dailey (B.A., 1909), W. O. Johnson (B.A., 1907), E. D. Poe (B.A., 1909, M. A., 1910), and T. C. Singleton (B.A., 1909).

Among the graduates of Crozer Theological Seminary were: Oscar W. Henderson (B.A., 1909), and Edgar E. White (B.A., 1909).

H. W. Huntley (B.A., 1911, and Instructor in Chemistry, 1910-1912) and D. F. Smith (B.A., 1911, and Instructor in Chemistry, 1911-'12) have received scholarships in Chemistry in the Johns Hopkins University.

Rev. Wade D. Bostic (B.A., 1899) made a missionary address in the College Chapel on March 20. Mr. Bostic reached North Carolina on March 5 for a year's rest from his labors in China.

After one year at Liberty, Mo., Rev. Oliver L. Stringfield (B.S., 1882) has returned to North Carolina. He has accepted the position of Assistant Superintendent of the Anti-Saloon League of the State. His portrait, painted by

Jacques Busbee, was presented to Meredith College by the graduating class of that institution at the late commencement.

The Directors of the Oxford Orphan Asylum, in session at Oxford December 14, 1911, unanimously approved the following suggestion of Superintendent Brown:

"One is, that a granite arch be authorized to be built at the main entrance to the grounds on College street out of funds which may be contributed for that purpose in the future. The said granite arch to be built as a memorial to the first superintendent of this institution, Brother John H. Mills (B.A., 1854, M.A., 1857). No man in the State has done a deeper, more far-reaching or lasting work for his generation than Brother Mills, and I believe Masonry will honor itself in building on the grounds, where he fought the initial battle on behalf of our orphan children, the results of which will furnish them homes and training through coming generations, a granite arch of such dignity and cost as will be in keeping with the work of the one its existence is intended to honor."

Mr. Eli E. Hilliard entered Wake Forest College from Harnett County in 1879 and was graduated with the degree of B.A. in 1882. He represented the Philomathesian Society in the Anniversary debate the year of his graduation. The following year he was a Tutor in the College. From 1883 to 1888 he was Principal of the Vine Hill Academy of Scotland Neck, and from 1887 to within three years of his decease he was editor of the *Scotland Neck Democrat*. In 1887 he was licensed to practice law. He died at his home in Scotland Neck Friday night, February 2, 1912. He is survived by his wife (formerly Miss Mary Montague), by a son and daughter. Mr. Hilliard is said to have been in point of service the oldest editor in North Carolina, save perhaps one, as well as the oldest active correspondent on the list of the *Charlotte Observer*. He was unusually

gifted as a public speaker, and was everywhere recognized as one of the leading men of Eastern North Carolina.

Colonel H. Montague (M.A., 1880) has the distinction of being the president of the Twin-City Club, the leading literary and social club of Winston-Salem, for the year 1912.

Mr. John E. Ray, Jr. (B.A., 1908), completed in June the last two years of his medical course in Cornell University Medical School, New York City. The first two years he took at the University of North Carolina. At the competitive examination for an important position in the Bellevue Hospital, February 6th, Mr. Ray carried off first honors and won the position against sixteen men, representing the medical departments of Cornell, Yale, Columbia, Harvard, Johns Hopkins, and Pennsylvania.

Rev. Joshua A. Stradley ('55-'60) entered college from Buncombe County. He was ordained as a Baptist minister in his native county in 1855. The greater part of his pastoral work was done in the churches of Granville County. In the early morning of February 12 he passed away at his home in Oxford. A noble and true man, who gave a long life in the unselfish service of his fellow-men. He is survived by his wife and his only son, Mr. Walter P. Stradley (M.A., 1887).

Rev. George Washington Greene (B.A., 1870), who for many years held the record for scholarship in Wake Forest College, and was for one year (1890-'91) Professor of Latin in the College, died at his home in Canton, China, January 8, 1912. The following statement of the chief facts of his life is copied from the *Foreign Mission Journal*:

"Brother Greene was baptized in 1865 by Rev. John B. Powell and united with the Lower Creek Church, Caldwell County, North Carolina. He entered Wake Forest the following year and graduated

in 1870. He graduated from the Southern Baptist Seminary, then in Greenville, S. C., in 1875. After a number of years of pastoral work in western North Carolina and one year of service as professor of Latin in Wake Forest College, he was appointed by the Foreign Mission Board in 1891 as a missionary to Canton, China. In 1876 Dr. Greene was married to Miss Dora Mauldin, of Greenville, S. C. She died in 1890, leaving three children. Before sailing for Canton in 1891 Dr. Greene married Miss Vallie Page, of Morrisville, N. C., who went out with him as a missionary. They have two children. Mrs. Greene is in charge of the Woman's Training School in Canton, where she has done a great work. Two of Dr. Greene's daughters are in China, one being a missionary under the Foreign Mission Board. One son is in business in this country and a son and daughter are here in school.

"Dr. Greene was a noble, true, successful missionary and highly esteemed. At the time of his death he was a teacher in the Graves Theological Seminary in Canton, China. For twenty years he had labored faithfully with blessed results."

Mr. Herbert Hawthorne Mitchell (1900-1904), of Bertie County, died at the home of his father, Hon. C. W. Mitchell, Aulander, N. C., February 4, 1912, a few days after his return from Saranac Lake. He had been ill for some months.

Mr. Jesse Newton Holding (M.A., 1880) passed away at his home in Raleigh, March 6, 1912. During his student career he distinguished himself in scholarship and public speaking. He was anniversary debater in 1879 and orator in 1880. After a course in law at the Dick and Dillard Law School in Greensboro, he was admitted to the bar in 1882 and began practice in Raleigh, where for many years he was associated with the late W. H. Pace. He had the reputation of being one of the ablest lawyers in the capital city, and was especially relied upon to work up the law in serious and difficult cases. For two campaigns he was chairman of the Democratic Executive Committee for Wake County. He served Wake Forest Col-

lege as a trustee from 1893 to his death. For the first four years he held the very responsible position of chairman of the Investing Committee, and with the exception of two years was a member of that committee to the end. He married Miss Askew, of Wake County, who with four children survives him.

The death of Rev. Daniel Clayton Britt (B.A., 1898) occurred in his home town of Rutherfordton, February 20, 1912. He was a native of Robeson County, where after his graduation he was engaged in the active gospel ministry. The failure of his health compelled his removal to the western part of the State and the surrender of his chosen life work. He engaged in business in Rutherfordton, where he was recognized as one of the best citizens. He is survived by Mrs. Britt and two small children.

The first citizen of Waco and one of the distinguished men of Texas, David Richard Wallace (B.A., 1850, M.A., 1852), died at his home on Austin avenue, November 21, 1911. He was born in Pitt County, North Carolina, November 10, 1825. When he was fourteen years old the family removed to Greenville, where in the intervals of farm work he was prepared for college. He completed the four years' college course in three and a half years, and was graduated with the first distinction. For a number of years before his death he had been Wake Forest's oldest living graduate. His medical studies were completed in New York, where he was assistant in Chemistry to Dr. John W. Draper, who offered him a position in New York University. His preparation was supplemented in Philadelphia, where he was again assistant to the professor of chemistry. In 1854 he began the practice of medicine in

North Carolina, but in December of that year removed to Texas. For a period he was professor of Greek and Latin in Baylor University then at Independence, Texas. In 1862 he was appointed regimental surgeon and departmental surgeon in the Confederate States Army, and retained these positions till the close of the Civil War. The general practice of medicine occupied him until his appointment in 1874 to the position of Superintendent of the State Lunatic Asylum at Austin. In 1879 he reëntered the general practice at Waco, but upon the establishment of the new North Texas Lunatic Asylum at Terrell he accepted its superintendency. The year 1891 found him again in Waco, thenceforth to confine himself to the work of specialist and consultant in nervous disorders. But even this practice was severely restricted by the results of an attack of la grippe in 1897.

Dr. Wallace was twice married—in 1857 to Miss Arabella Daniels, of Independence, who died in 1868, and in 1871 to Mrs. Sue Roberts, sister of his first wife. Mrs. Wallace survives, together with two daughters of the first marriage, Mrs. George W. Tyler, of Belton, and Mrs. R. B. Dupree, of Marlin. There are five surviving grandchildren and one great-grandchild, Lillian Lois Grinnan, of Brownwood. The only child of the second marriage died at fourteen years of age.

The local newspaper from which most of the facts given here are taken thus characterizes this distinguished son of Wake Forest:

“The career of Dr. Wallace has been an eventful and brilliant one. His life has been happy and successful. His character was as splendid as it was honest and upright. His mind was free and vigorous. He thought for himself and he stood up among men and expressed his honest convictions on every question of interest re-

ardless of popularity or recognized beliefs. His friends were legion, and his name is a talisman among the older people of Texas for all that is honorable, upright, pure, dignified, and commendable among men."

One of the saddest deaths which we are called upon to record is that of William E. Marshall (B.A., 1910), which occurred at Birmingham, Ala., April 29, 1912. He had but entered upon what promised to be a brilliant business career in that city in the management of the interests of the *Progressive Farmer* in that section of the South.

Mr. Thomas Boushall (1855-1858) died at his home at Belcross, Camden County, June 18, 1912. He is described as "the best informed man, the best known man, the best loved man in Camden County." Mrs. Boushall survives him with five children—J. D. Boushall (B.A., 1886), of Raleigh; M. W. Boushall, of Norfolk; Mrs. J. L. Bobbitt, of Fairmont, N. C.; Mrs. B. B. Ferebee and Miss Elizabeth Boushall, of Belcross.

Rev. William Jasper Howell (B.A., 1896), pastor of the First Baptist Church, Columbia, Mo., was united in marriage to Miss Juliet Carpenter, of Lawrence, Kansas, July 16, 1912.

Record

Under the auspices of the Foreign Mission Board of the Southern Baptist Convention, Dr. Z. T. Cody, editor of the *Baptist Courier*, of Greenville, S. C., gave two important addresses in Memorial Hall on Sunday, January 28—one in the morning, "The Enlargement of the Missionary Motive," the other in the evening, "The Hopefulness of the Missionary Enterprise." Dr. H. W. Provence, of Shanghai, gave on an evening in March an illuminating lecture on the Chinese crisis.

On the first of February the total registration for the session of 1911-'12 stood at 430, a figure twenty-five in excess of any previous record in the history of Wake Forest. Upon the publication of the Catalogue the total registration had climbed up to 435, setting the high water mark 30 above the record.

To show how omnipresent Wake Forest men are, it may be remarked that on the occasion of a Sunday evening address by President Poteat in the Collegiate Baptist Church, 33d Street, New York City, March 4, as many as twelve were present to greet him.

The preliminary debate for the selection of the team to represent the College in the Baylor-Wake Forest debate on Easter Monday was held February 29. Messrs. Roland Shaw Pruett, of Mecklenburg, and Sidney Cecil Hilliard, of Wake, with Mr. Barbour Vaughan Ferguson, of Rockingham, as alternate, were chosen. The debate was held in Waco and resulted in the victory of Baylor University. The question debated was, "Resolved, That the Initiative, Referendum and Recall (the recall not to apply to the judiciary) is a Wise Governmental Policy." Wake Forest

maintained the affirmative in a way which, according to the local papers, strongly impressed the audience with the ability of our team. The judges were Sidney L. Samuels, Richard Wynne, and H. B. Terrell, all of Texas.

The spring Senior speaking, set in the calendar for the evening of March 8th, was postponed until March 22, when the following gentlemen made addresses: L. B. Olive, "The Relation of the College Man to the State"; G. C. Kirksey, "The Dawn of Universal Peace"; Sidney A. Edgerton, "The Wealth of Life and Its Investment"; S. C. Gettys, "The Evolution of Man's Opportunity for Service"; C. R. Sharpe, "Our Judicial Degeneracy"; J. M. Kester, "The Industrial Awakening of the South."

At the meeting of the Board of Education July 10 the corresponding secretary, Dr. Willis R. Cullom, reported that during the past session the board had aided 72 young ministers, just twice the number aided eleven years ago, when he took charge of the work.

Dr. E. W. Sikes, treasurer of the Students' Aid Fund, reported at the annual meeting of the trustees of the fund that he had been able to extend assistance to as many as 55 men during the past session, and that the total amount of the funds now in his hands is \$20,000.

Among the gentlemen who made addresses before the Y. M. C. A. of the College this spring was Gen. Julian S. Carr, who greatly interested the young men in his address on "Belshazzar." Other speakers were Dr. E. E. Stewart, Mr. D. B. Teague, Dr. R. H. Lewis, Dr. C. E. Brewer, Dr. Wm. Louis Poteat, and Dr. W. T. Carstarphen.

In the North Carolina peace oratorical contest, held in Raleigh in April, Wake Forest was represented, with a marked ability which elicited many compliments, by Mr. Hiram T. Hunter. Mr. G. G. Wall was alternate.

The college pastor, Rev. Walter N. Johnson, is busy upon the house of worship for Wake Forest. He is making at a number of points in the State his address on adequate equipment for religious work at the educational centers, and at the same time conducting a quiet canvass in the interest of the church building. His absence has been keenly felt. His pulpit is regularly supplied. The following gentlemen have preached: Rev. W. B. Morton, of Louisburg; Principal M. B. Dry, of Cary; Rev. J. H. Nelson, of Patterson; Rev. G. W. May, of Castalia; Dr. T. J. Taylor, of Warrenton; Rev. George W. Duke, of Mapleville, and Rev. E. B. Jenkins, of Wake Forest.

The Summer Law School opened most encouragingly June 4, with five students in excess of the number on the first day last year. Professor N. Y. Gulley and Professor Edgar W. Timberlake lecture each two hours in the forenoon and give blackboard notes of next day's lectures in the afternoon. The evening of Friday is given to moot court.

It was very pleasant to receive from Rev. Oscar E. Sams (B.A., 1898), pastor of the Rivermont Avenue Baptist Church, Lynchburg, Va., a letter immediately after the visit of the Wake Forest basketball team to that city, in which he uses the following very kind words: "During my six years' pastorate in Lynchburg I have never known any visiting team of any game to receive as much favorable comment as has been given your boys. They have conducted themselves as gentlemen both on and off the floor. Their presence here has given Wake Forest College a much larger place in the minds of Lynchburgers than it has ever enjoyed. So long as you send out such men their trips will advertise favorably our honored College."

Commencement, 1912

BY PRESIDENT W. L. POTEAT.

(In Biblical Recorder.)

Certainly one of the best Commencements in all the history of the College is that which closed on Friday, May 17, with the Baccalaureate Address by the President. The weather was at first quite unpropitious and probably limited the number of visitors to a large degree. But it cleared up and was fine at last, and the crowd was large and highly pleased.

WEDNESDAY, MAY 15.

At 3 o'clock in the afternoon the Board of Trustees held its first session. Its organization was completed by the election of the following officers: President, F. P. Hobgood, Oxford; Secretary, Carey J. Hunter, Raleigh; Assistant Secretary, E. B. Earnshaw, Wake Forest; Treasurer, Talcott W. Brewer, Raleigh, in place of Thos. H. Briggs, resigned, after twenty-four years of most efficient service; Attorney W. N. Jones, Raleigh; Bursar, E. B. Earnshaw, Wake Forest. There were six vacancies in the membership to be filled, and the following appointments were made: R. D. Caldwell, Lumberton; R. L. Moore, Mars Hill; J. D. Elliott, Hickory; C. M. Cooke, Louisburg, re-appointed; Gilbert T. Stephenson, Winston-Salem, and Thos. H. Briggs, Raleigh. Among the most notable actions taken by the board may be mentioned provision for public lectures the following session, appointment of Dr. Chas. E. Brewer as Dean of the College, increase of the appropriation for the administration and extension of the College Library, approval and endorsement of the proposition of the Wake

Forest Church to erect a new church building. There was a full attendance of the members of the board.

The Baccalaureate Sermon was preached at half past eight in the evening by Rev. Dr. Newell Dwight Hillis, of Brooklyn, N. Y. The text of his sermon was Rev. 11:15—"The kingdoms of the world are become the kingdoms of our Lord and His Christ." The theme was the growing Kingdom of God. After drawing in terrifically sharp contrast the outlines of the kingdom of the world and the Kingdom of God, he showed how the Kingdom of Truth, or Science, the Kingdom of Art, the Kingdom of Politics and International Relations, were coming under the domination of the spirit of Christ. One left the hall with a new and well based optimism and a new zeal to take a hand in bringing in the glorious Kingdom of Christ.

THURSDAY, MAY 16.

The address before the literary societies was made by Dr. Hillis. His subject was "John Ruskin's Message to the Twentieth Century." The address was a marvelous texture of beauty, tenderness, pathos, humor, inspiration, and appeal, upon the ground pattern of a wide grasp of the great movements of our time. No sort of abstract could do justice to it. Even the bare mention of its chief points is an injustice, and yet one is interested to know the gist of Ruskin's message. Ruskin was the first man to teach the true function and obligation of wealth; he was the father of the great social settlement movement in the cities of the world; he first brought beauty into the homes and simple utensils of the common people, and introduced into the world of political economy the play of the social affections and the law of unselfishness.

Dr. Hillis won all hearts, not only by the eloquence of

his public utterances, but by the charm of his personality. He was simple and accessible, interested in everything and everybody, delightful in conversation, overflowing with amusing anecdote and possessed of a marvelously musical voice. He on his part appeared to be most favorably impressed with Wake Forest.

At the conclusion of the literary address the following medals were presented:

Awarded by the Philomathesian Society and presented by Dr. John E. White, of Atlanta:

Freshman Improvement Medal, I. S. Bowen.
Sophomore Debater's Medal, A. O. Dickens.
Junior Debater's Medal, B. F. McCleod.
Senior Orator's Medal, G. T. Wall.

Awarded by the Euzelian Society and presented by Mr. Gilbert Stephenson, of Winston-Salem:

Freshman Improvement Medal, T. L. Carter.
Sophomore Debater's Medal, H. C. Griffin.
Junior Debater's Medal, Sam Long.
Senior Orator's Medal, B. V. Ferguson.

Medals open to the general student body were presented by President Poteat:

The Thomas Dixon Essay Medal, to P. E. Hubbell.
The Wake Forest Student Essay Medal, to H. B. Conrad.
The Wake Forest Student Fiction Medal, to D. S. Kennedy.

The Hubert A. Royster Medal, for scholarship and athletics, awarded for the first time, was presented to D. S. Kennedy by the donor, Dr. Hubert A. Royster, of Raleigh, N. C.

The portrait of the late Prof. J. B. Carlyle, painted by Mrs. Williams, of Faison, N. C., and the gift of the Wake

Forest Alumni of Robeson County, was presented by Mr. Robert C. Lawrence, of the Lumberton bar, in a speech honoring alike to speaker and subject. President Poteat accepted the portrait on behalf of the College. The portrait of Rev. James S. Purefoy, painted by Mr. Jacques Busbee, of Raleigh, and the gift of the surviving members of his family, was formally presented in a speech all too severely limited by the lateness of the hour by Dr. Charles E. Taylor. The speech of acceptance on behalf of the College was made by the President of the Board of Trustees, Mr. F. P. Hobgood.

In the afternoon at three o'clock the Class of 1912 held its exercises.

President: M. A. Huggins.
Vice-President: C. L. Betts.
Secretary: H. D. Ward.
Prophet: L. G. Bullard.
Orator: J. M. Kester.
Poet: D. S. Kennedy.
Historian: W. B. Edwards.
Executor: P. P. Green.
Statistician: J. S. Edwards.

Interest in the occasion was shown by the presence and sympathetic attention of a large audience.

"The Middle Man" was the subject of Dr. John E. White's address before the alumni at half past eight in the evening. The general point of this original and striking address was the mediatorial function of the man who is called to the responsibility of public leadership; that is to say, the man who helps forward the progress of the world is not the partisan, but the man who stands in the middle, mediating between extreme views and able to recognize and utilize the good of the opposing camps.

After the alumni address, the graduates, former students, and other friends of the institution, gathered in the gymnasium for the business meeting of the association and for a social hour.

The following officers were elected for the ensuing year: President, Mr. O. P. Dickinson, Wilson, N. C.; Vice-President, Mr. Robert G. Camp, Franklin, Va.; Secretary and Treasurer, Prof. H. A. Jones, Wake Forest; Orator, Dr. J. W. Lynch, Athens, Ga.; alternate, Mr. R. C. Lawrence, Lumberton, N. C.

Brief spicy addresses were made by Mr. Gilbert T. Stephenson, Hon. W. C. Dowd, Dr. John E. White, and Mr. S. C. Hilliard (class of 1912), each being introduced in a happy way by President Dickinson.

Simple refreshments were served under the superintendence of Mrs. D. S. Vann, who received a hearty vote of thanks for her assistance, and the alumni and their guests had a delightful hour together.

FRIDAY, MAY 17.

No matter how distinguished are the men who come from abroad to speak in the Commencement program, interest on that occasion centers in the young gentlemen who receive their diplomas from the College. Accordingly the largest audience of the whole series greeted the graduates on Friday morning. The exercises were opened with prayer by Rev. J. L. McCutcheon, of Franklin, Va. The six representatives of the class were speaking in competition for the A. D. Ward Medal for the best orator. The judges, Rev. Clyde Turner, of Greensboro; Hon. W. C. Dowd, of Charlotte, and Mr. Gilbert T. Stephenson, of Winston-Salem, awarded the medal to Mr. B. Vaughan Ferguson. The orators with their subjects follow: S.

Cecil Hilliard, of Wake County, "The Industrial Problem"; C. Ray Sharpe, Davidson County, "Our Defective Courts of Justice"; B. Vaughan Ferguson, of Rockingham County, "The Industrial Age and the Child"; Arthur T. Allen, of Marlboro County, S. C., "The Demand of the Hour"; William Marvin Scruggs, of Rutherford County, "Progress in Medicine and Its Relation to the Public"; Roy R. Blanton, of Rutherford County, "The Twentieth Century Woman." All these gentlemen received hearty congratulations upon the excellence of their addresses, and the judges, through their chairman, Mr. Turner, referred publicly to the difficulty which they had in awarding the medal.

President Poteat conferred upon the largest class in the history of the College, numbering seventy-five men, the following degrees:

ACADEMIC DEGREES.

Masters of Arts.—J. C. Brett, J. T. Cabaniss, Cola Castelloe, J. A. Ellis, R. H. McCutcheon, M. A. Wallin.

Bachelors of Arts.—A. T. Allen, M. L. Barnes, G. B. Beam, H. M. Beam, C. L. Betts, R. R. Blanton, R. P. Blevins, T. E. Bobbitt, L. G. Bullard, J. M. Chamberlain, H. B. Conrad, W. J. Crain, W. L. Eddinger, S. A. Edgerton, J. S. Edwards, W. B. Edwards, B. V. Ferguson, S. C. Gettys, H. C. Griffin, T. S. Guy, A. J. Harris, S. C. Hilliard, W. R. Holding, M. A. Huggins, H. T. Hunter, A. J. Hutchins, H. P. Johnson, D. S. Kennedy, J. M. Kester, G. C. Kirksey, R. S. Lennon, H. A. Nanney, R. L. O'Brian, O. Odum, L. B. Olive, R. E. Powell, Jr., W. G. Privette, T. L. Revelle, R. R. Savage, R. S. Smith, M. T. Tanner, F. P. Tolleen, C. H. Trueblood, P. A. Underwood, G. G. Wall, G. T. Watkins, Jr.

Bachelors of Science.—J. T. Anderson, J. F. Belton, R. M. Buie, P. P. Green, J. Y. Hamrick, Jr., J. E. Hobgood, W. C. Peterson, Jr., W. M. Scruggs, C. R. Sharpe, C. L. Sherrill, B. A. Thaxton, H. D. Ward.

Bachelors of Laws.—G. W. Bagwell, A. C. Bernard, W. D. Boone,

P. Q. Bryan, A. A. Bunn, J. S. Cline, W. A. Darden, P. L. Freezor,
J. T. Johnson, J. M. Moss, J. C. Riddick.

HONORARY DEGREES.

Doctor of Divinity.—Harry Emerson Fosdick, Montclair, N. J.;
Rufus W. Weaver, Nashville, Tenn.

Doctor of Laws.—Jeter C. Pritchard, Asheville, N. C.

After the Baccalaureate Address by the President of the College (which is printed in the present issue of the BULLETIN) and the concluding prayer by Dr. T. J. Taylor, of Warrenton, the session of 1911-1912 was declared at an end.

The usual informal reception in the literary society halls was held from 9 to 11:30 p. m. It was the usual attractive assemblage of youth and beauty, making a fit consummation of a brilliant occasion.

Announcements

The new session opens on Tuesday, the third day of September. It is important that all students register on that day. Later registration involves the payment of an extra fee of two dollars. The matriculation fees, which aggregate \$16, are required of all students without exception at the time of registration. The term tuition fee of \$25 is due at the same time, and may not be deferred beyond October 1st.

In accordance with the action of the Board of Trustees at their annual meeting in May last, the Bursar will collect of all students hereafter a lecture fee of fifty cents a term.

Wednesday, September 4th, is set for entrance examinations. Dr. G. W. Paschal is chairman of the committee on entrance, and he should be consulted at once. A special fee of one dollar is charged for an entrance examination on a later date.

Students who purpose entering by certificate from approved high schools may have the proper blanks of Mr. E. B. Earnshaw, Wake Forest.

The Dean of the College, Dr. Charles E. Brewer, will have his office in the Lea Laboratory, where during the periods which he will announce later he will consult with students about their studies and all matters relating to conduct and college duties, and give assistance in the solution of their personal problems.

Prospective students of the College who will need to secure a loan to meet a portion of their expenses would do well to correspond with Dr. E. W. Sikes, Wake Forest, N. C., the Treasurer of the Students' Aid Fund.

NEW SERIES

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The Relation of Education to the Kingdom of God

[Sermon preached at the opening of the Conference on Education at Ridgecrest, N. C., July 14, 1912, by Rev. J. E. Hicks, D.D., Danville, Va.]

Ye shall know the truth, and the truth will make you free.—
John 8:32.

On that famous monument that stands yonder at the entrance to New York harbor is carved our nation's political motto: "Liberty Enlightening the World." In the light of the Great Teacher's utterance which I have just quoted, our *educational* motto should be: "Enlightenment Liberating the World."

The *discovery* and *application* of the truth is our Master's program for saving the world—saving it from its blindness, its ignorance, its superstition, its selfishness, its slavery. For sin is no one specific thing, but everything that enslaves man to the lowest and worst, and keeps him from walking in the freedom of the highest and best.

As the School is the largest agency engaged in the discovery of truth, it seemed to me pertinent that on this occasion our thought should center about Education in its relation to the Kingdom of God. What is, or should be, the contribution of the school to the Master's Kingdom? This is the test question relative to the value of anything. Whatever does not relate itself efficiently and serviceably to the Kingdom of God is not worth while. We have been accustomed to thinking of the church as the chief agent in bringing the Kingdom of heaven to realization in the world, and of ministers as the only preachers. I want to lift the school into a place coördinate with the church in the service which it is rendering to the Kingdom, and to exalt the teacher as the most effective preacher.

If this point of view be the true one, then the right kind of schools are among the chief saving forces in human society. "Let there be light" was the first word of the infinite God as He looked out over a chaotic world lying in the grasp of darkness. That same word is being uttered by our schools to-day wherever benighted human life is found. Our thoughts about the Kingdom have been too little. The time has come for us to think in large concepts—to think the Master's thoughts after Him. We must so think for the age has thrust these larger issues upon us.

Ours is an age in which certain very significant tendencies that had been developing during the preceding half century, have headed up into correspondingly significant problems. The presence of these problems has brought about a change of intellectual attitude. Consequent upon this change has come an intellectual unsettling. We are not at rest. This very unsettling, however, is a hopeful sign. It means, when rightly interpreted, that we are seeking deeper, firmer, more permanent foundations. It is a time of truth-seeking. And those who seek shall find. * * *

Among the many important problems that have forced themselves upon us, the one of superlative importance, of most far-reaching significance for the Kingdom of God, indeed, the acutest problem with which we shall have to deal in the next quarter of a century is the educational problem. The vast amount of thinking and writing on education shows an intensified interest in the subject. It indicates a universal recognition and appreciation of the educational problem. Supreme interest seems to be centering in education. * * * Up to the present time our work in education has been largely of the nature of what

I should call unconscious experimenting. It has been educational laboratory work, so to speak. This experimenting, however, has been of the most successful kind. It has shown us what the educational problem is and indicated the principles and the ideals in accordance with which the problem should be solved.

What is the educational problem as it has been developed up to the present time? From the standpoint of existing conditions, and in the light of the science of education, I would define the most important phase of the educational problem to be: *The correlation of the School, of whatever kind it may be, with the needs of Modern Life and Civilisation.* There must be brought about and maintained a vital relationship between the work done in the school and the work that needs to be done in the social, industrial, business, professional and religious world. The work of the school must be planned and executed with an eye single to social needs and existing conditions. These needs and conditions must determine the curriculum of general education. In this day things are valued according to their utility. * * * That is superfluous which is not usable. Things must find their reason for existing, not in the mere *fact* of their existence, but in the *purpose* which their existence serves. Nothing is good unless it is good for something. Service is the measure of the value of all things. It is true of education. The old academic ideal in education was, "truth for truth's sake." The regnant ideal in education to-day is the Master's ideal—*truth for life's sake.* * * *

Now, this new ideal in education means that the school in which the process of education is so largely carried on must relate itself to life. Everything in the school must find its counterpart in the practical world outside. Edu-

cation in the academic schools is only preparatory to that larger school of life where we shall constantly face problems more important than those in mathematics and physics. Not academic knowledge, but the insight into life's problems and the appreciation of life's meaning which academic knowledge should give, is the supremely important thing. To effect this relationship between school and life, and thus to make education practicable and available, is the educational problem.

WORKING OUT OF THE PROBLEM.

In the working out of this problem three factors have to be considered: (1) the individual, (2) society, (3) the school. The individual is the starting point in education.

Some time ago, I heard President Faunce, of Brown University, make this striking statement: "I should like to write one sentence over every school and college—you will find it in the first chapter of Genesis: 'Let us make man.' That is the object of our education—not to make bridges, not to build marble to twenty-five stories, but to make men—men who can think quickly, decide promptly and act clearly." This is, or should be, the common object of the home, the church, the state, and the school, the four great educational institutions in American life. The question for the schools to keep uppermost is: How can we train so as to have generals instead of merely obedient foot soldiers? Originators instead of imitators? Designers instead of copyists? Freemen instead of slaves? How to bring the student to a realization and knowledge of himself is the first aim in education.

To the Socratic dictum "Know thyself" must be added the dictum "Become thyself." The pressing object of education is not scholarship but character, a character worthy

to possess and fit to use scholarship. Not erudition, but consecration. * * *

Life, to-day, however, is being interpreted not so much in terms of individual acquirements and achievements as in terms of social adjustment and social service. Society is the whole of which the individual is a part. The student must be educated with reference to his social environment. He must know how to act not only with reference to himself and his own interests, but with reference to others and their interests. It is the function of the school to develop the student in the direction of a rational moral social action. Education in its social aspect is the process of social adjustment. It is to make the reaction between the individual and society productive of good to both. * * *

The third factor in the working out of the educational problem is the school. My thesis is: that the school, using the word school in the generic sense, must relate itself to the needs and demands of modern life and civilization. This means, in the first place, that the school must become less academic and more scientific, less theoretical and more practical, more a place of experimenting and less a place of listening to lectures and learning lessons from books, a place where books are *made* rather than *mastered*, a place where truth is *discovered* rather than *imparted*—a place where the student is brought into contact with the realities that will meet him in after life. This bringing of the student into contact with *things themselves* rather than have him store his memory with what is said about these things is one of the most significant tendencies in modern education. It means the Inductive method in education. The kindergarten is a striking example of this method, which is revolutionizing the whole of education. What I want to emphasize is, that the school in order to meet the

growing demands of civilization must become more and more scientific. The scientific method must prevail universally in our schools. As our schools become more scientific in their methods they will become more practical, and as they become more practical they become more scientific.

What is needed to make the schools more scientific? The present needs are buildings and equipment. The unequipped school will have to go out of business. We can better afford to practice economy with reference to everything else than with reference to our schools. Efficiency must not be sacrificed for economy. This scientific equipment is needed not simply in the great universities, but in the colleges, in the academies, in the high schools, in the kindergarten. From the time the child enters the kindergarten till he finishes in the university he must be brought into contact with reality. He must learn how to work with materials. Learning and doing must go together in the process of education according to the modern ideal. In the working out of this practical scientific ideal there is imperative need in our schools for laboratories and workshops. The most effective medium for relating the school to the needs of modern civilization is the laboratory. Did it ever occur to you that laboratories lie back of all the great business enterprises of to-day, back of every great factory, every railway and steamship system? This fact ought to appeal very strongly to business men to give more liberally of their means for the better equipment of our schools.

The perfecting of the educational system means the unifying of our schools from the kindergarten to the university by a common method and a common ideal. "We want to bring all things educational together, to break down the barriers that divide the education of the little child from the instruction of the maturing youth, to identify the lower

and the higher education so that it shall be evident that there is no lower, no higher, but simply education." Education is one. It is a process and processes are indivisible. This means the coördination, *in method and aim*, of the Denominational with the State schools. There must be a common ideal uniting the State and Denominational school. To make men who shall serve their day and generation is the uniting ideal.

GENERAL EDUCATION AND RELIGIOUS EDUCATION.

But what shall we say of General education in its relation to Religious education? Both true education and religion to-day interpret the highest good of life to be service. They both aim therefore at the realization of the Christ ideal in the individual and in society. Both education and religion have a common purpose—the fitting of men for the largest and best living. The distinction between secular education and religious education therefore becomes less marked. All education worthy of the name is in its broadest sense religious education. Any system of general education that does not recognize religious education as an organic part of the educational process is not scientific. Educational philosophy to-day says: true education must develop all the normal capacities of the mind, religion is one of these normal capacities, therefore true education includes religion in education. If religion in its subjective sense be the life of God in the soul of man, then this unfolding of this divine life is the objective side of religion. What is education but the process by which this higher life in man imparted by the spirit of God is unfolded and brought into social service? Religious education therefore becomes the highest form of education. As Professor Coe says: "It is not a part of general education, it is general

education. It is the whole of which our so-called secular education is only a part or a phase." *Scientific education* is religious education, and religious education is scientific education.

^{5.}
GENERAL EDUCATION AND DENOMINATIONAL EDUCATION.

A word as to general education and denominational education. According to the ideal of education I have presented Denominational education is a part of general education. As I have tried to point out the unity of our schools, State and Denominational, is to be found in a common purpose. This purpose is not to serve State ends or Denominational ends, but to serve life in general. There are two ways of interpreting the phrase "Denominational Education." We may conceive of it as meaning the teaching of the doctrine and principles of our Denomination, or as meaning education fostered by the Denomination. As Baptists we owe it to the cause of truth and to the world to teach our principles. It is our distinction to have bequeathed to modern civilization its most priceless principle, religious liberty. We have something to teach that is of more than denominational significance. But where shall our principles and our doctrines be taught? Not in our colleges, or universities, but in our theological seminaries, from our pulpits and through our denominational papers. Denominational education, then, must be viewed in its larger sense as General education fostered by the Church. *Denominational* education must enthrone the Christian ideal in *general* education.

What are the denominational agencies for contributing to general education? They are for the most part the denominational colleges. Our denominational colleges and our great universities are the contributions of the Church

to general education. The universities have passed beyond the reach of the Church. They have become too big for the Church to deal with. But our denominational colleges are to continue to be the channels through which the denomination is to make its contribution to general education. The denominational college therefore has never been so significant in the history of education as it is at the present. There is no greater work before the Baptists to-day than the equipment and endowment of our institutions of learning. It is by making our denominational schools what they ought to be that we as Baptists are to wield a sceptre of mighty influence in the general educational system. Our denominational schools are our denominational opportunity in the educational world. What is the distinctive service which the small denominational college can render to the cause of education? All leading educators throughout the world to-day are declaring that the supremely valuable product of education is a high quality of character. Atmosphere—that indefinable, but mightily potent thing we call atmosphere is the determining factor in the making of character. It is the atmosphere of the home and school that gives the determining and lasting tone to the warp and woof of manhood and womanhood. Such atmosphere our smaller denominational colleges are furnishing, and keeping vitalized as no other institutions are doing. Our smaller colleges especially are more and more consecrating themselves to a culture with character as its center. Thus to these institutions we must look for that combination of ethical and intellectual leadership necessary to direct the world in the luminous pathway of righteousness. It is this leadership of character informed and inspired by intelligence that is to be the invincible leadership of the future.

And then, too, our smaller denominational colleges are to continue to be the largest source of that Christian Idealism which is to save our age from losing its soul in an excessive practicalism. For the most dangerous tendency in this modern world is just this tendency toward the exclusively practical. We are getting so busy with the manipulation of things and machinery that we are liable to become things and machines ourselves instead of spiritual forces counting for God. We need a voice calling us to service in a kingdom greater than the kingdom of commerce and trade—proclaiming that a man must be more than his profession and more than his occupation. A *vocation* minus *inspiration* is nothing more than dead drudgery. We can not overestimate the service of this idealism for after all the chief servant of the world, whether it be an individual or an institution, is the one which gives to humanity its best ideals.

Thomas Stevenson built many a lighthouse that to-night will send ships safe across the English Channel, and we are grateful to him, but we are far more grateful to his son, Robert Louis Stevenson, who has given us the light that never was on land or sea. When Helen Keller wrote her little book on "Optimism," she sent a message ringing round the world a thousand times sweeter than the hum of the wheels of industry. When Mrs. Browning wrote "The Cry of the Children," she did more for English Childhood than if she had built a score of Orphan Asylums. When Tennyson wrote "Crossing the Bar," he did more for his country than if he had constructed the finest possible harbor for shipping. When Millet took his brush and painted on that little piece of canvas the two peasants, standing in the fields, with folded hands, in the sunset light, listening for the bell in the distant Convent tower,

he did more for labor and the laboring man than if he had seized a spade and worked for fifty years in the fields.

George McDonald tells the story of a little child, who, one day gazing at the red and gold in the sunset sky, said, he wished he were an artist so he could help God paint his sky. It was a beautiful dream, but one which the child could not realize. You teachers may have the dream of the real artist—beautiful, enchanting dream it is—and you may realize it. God asks no help in the painting of his clouds and sunsets, but he does ask help in bringing out into clearer outline his own image in the growing lives that touch your personality. You may help the Great Artist do this if you will. Shall you not then go away from this Conference with a fresh vision of the glory of the Christian teacher's task, and the richness of its reward?

“They that be teachers shall shine as the brightness of the firmament,” and they that lead many into the luminous pathway of truth, “as the stars, forever and forever.”

Report on Education

[To Central Baptist Association, September 25, 1912.]

BY PRESIDENT WILLIAM LOUIS POTEAT.

On the doctrine that everybody ought to have the opportunity of elementary education Baptists and the State are in accord. The Baptist interpretation of Christianity and of man commits us to the policy of universal education. Manhood suffrage in the State and the perpetuity of republican institutions presuppose universal education. It appears, therefore, that the Christian obligation unites with the necessities of the democratic State in the insistent demand for the education of all the people.

The Baptist educational program would seem to include primary schools as well as secondary schools and colleges. But we recognize education as one of the chief functions of the State. For legislation and the administration of justice fall back on the education of the people. The social and political efficiency of the State is an exponent of the education of the people. All the problems of the State are settled in the right education of the people. The State must educate from the primary grades up to the graduate school. We do not antagonize the State system of schools. We support it and pay our proportion of the cost of its maintenance with reasonable cheerfulness. We go farther and adopt a portion of that system as our own in a peculiar sense and so completely that we feel no obligation to provide a duplicate of it under Baptist auspices. The primary public schools of the State cover that period in the school life of our children when they are still under the home roof and their religious training may be still conducted in the family, so that the risk of a wholly secular education for

this period is greatly reduced, and Baptists may consistently look to the State to make all the needed provision here.

But what is the provision and what by consequence is our educational standing? In 1910 the average rural school term was 92.7 days for white children, the average white teacher's salary was \$34.47 a month, and the average appropriation per white child was \$2.88. Enrolled in these inadequate schools were 71.6 per cent of the white school population, and but 45 per cent were in actual attendance. What wonder that 19.6 per cent of the native white population ten years of age and upwards are illiterate, and that North Carolina is saved from the shame of being at the bottom of the list of States in illiteracy by New Mexico only? With this disgraceful and alarming situation full in view, the State in the last Legislature made to its three colleges appropriations which were more than five times what they were in 1903, whereas, with the paltry exception of \$25,000.00 in 1909, not one dollar of direct appropriation for the schools of all the people has been added since 1901.

This looks like the perpetuation of the old aristocratic fiction that the masses of the people are accursed and have no rights. On the contrary, the education of the masses in the foundations of character and the first steps of freedom in the intellectual life is more vital to democratic institutions than the elaborate training of a small and elect class of the citizenship, even if we grant, what is manifestly not true, that the teachers of the primary schools come out of this class. We insist that the State has gone far enough in expanding the equipment of the institutions which serve less than five per cent of the population, quite far enough for the present. If it has extra money to spend, let it go where the need is the greatest and the dis-

honor the deepest. The stress of the State's educational policy must now be on the foundations of its security and efficiency—the primary education of all its children. It will continue to provide training for its professional men, but its first concern must now be for the rank and file of its citizenship who have no hope except in the common school, and the main current which flows out of the public treasury must henceforth discharge itself in the public schools to extend their term, to enhance their efficiency, and to enforce attendance upon them.

For the high school period we have been unwilling as a people to trust our children to the secular guidance of the State. They are at the age for life decisions, for irrevocable commitment to great ideals and great causes, for the ultimate venture of faith, and the joyous surrender to the friendship of Jesus. And at this responsive, critical time they are not at home. Hence the fourteen Baptist High Schools in North Carolina supported and controlled each by two or more Baptist Associations, with the same courses of study, in close affiliation with our Baptist Colleges, and recognizing as primary the Christian obligation and well as the educational. Let their names be known to all our people: Boiling Springs, Dell, Fruitland, Haywood, Liberty-Piedmont, Mars Hill, Mitchell, Murphy, Round Hill, South Fork, Sylva, Wingate, Winterville, Yancey. We do not prize them according to their value and importance. The Christian leaders of the future may get the wider ranges of their training in the colleges, but in most cases they get their motive and consecration in these Christian high schools. They are in no peril from the multiplication of the rural high schools of the State, which can not now approach them in standard and equipment, and can never supply, what is in truth the funda-

mental need of the high school youth, namely, sympathetic, personal Christian guidance and teaching.

The preparation of high school students to take the college courses shows steady advance, and the high school attendance was never so large. Accordingly Meredith College and Wake Forest College have both of them unprecedented enrollments. And we must be ready for yet larger numbers in the future. For mere numbers in a catalogue parade we do not care, but we do care for the heavier fertilizing of the field which we cultivate. We do care for a wider service of the Kingdom. And this means larger resources, which Baptists will have to supply. If our colleges are worth maintaining, we must maintain them. Baptists may fill the State treasury, but they will draw not a penny out of it. If we insist upon duplication of the State's provision for college education, we must pay for it. Both our colleges are collecting notes for increased endowments. Wake Forest will begin shortly the erection of a dormitory and a building for the enlarging Department of Law. What is to be done in the face of the widening opportunity but to walk into it and trust the growing wealth, intelligence, and loyalty of North Carolina Baptists?

Faculty Personals

Dr. J. E. Hicks, in the *Religious Herald* of October 17, reporting the work of the Danville, Virginia, Sunday School Institute, held October 2-4, has the following paragraph:

"Professor Highsmith, of Wake Forest, is the Sunday School Socrates. His striking sayings, packed full of great thought, we can never forget. His lectures were masterpieces of psychological and pedagogical truth. Terseness, clearness, forcefulness, and brilliancy characterized his notable utterances. He is a philosopher and thinker, who, having accepted the conclusions of modern science, illuminates every truth he touches and clothes it in such a simple dress that everybody appreciates it and wants to invite it home."

Professor Highsmith also took part in the Sunday School Institute held at Green Level Church, Wake County, September 21, 22. On October 6th he made two addresses at Louisburg.

Dr. W. T. Carstarphen made an address at Tyner, September 12.

Dr. W. R. Cullom represented the College at the meeting of the Central Association, the Wilmington Association, the Sandy Creek Association, and the South Fork Association. He visited Dell school on October 17.

Upon the invitation of the Board of Governors of the Yorktown Society, Dr. E. W. Sikes made on October 19th, at the Yorktown Celebration, an address on "The Meaning of Yorktown." Since the publication of the mid-summer BULLETIN he has made addresses at the following places: Hopewell, Walker's Cross Roads, Wilmington, Falling Creek, Matthews, the Tar River Association, New Light Academy and Franklinton.

Professor E. W. Timberlake attended the annual meeting of the North Carolina Bar Association at Morehead City in July.

Associate Professor J. B. Hubbell spent the vacation abroad, visiting England, Scotland, Belgium, Holland, Germany, Switzerland and Italy. On the 9th of October, he made an address on "Art in the Home and in the School" before the school children of Wake Forest and their friends.

Dr. Hubert Poteat, of the Chair of Latin, made an address before the Young Men's Christian Association of the College, Monday evening, October 14, and before the Baracas and Philatheas of Dunn, N. C., on Sunday, October 20.

At the meeting of the Board of Trustees in Raleigh, October 11th, the resignation of Dr. Edgar E. Stewart as Professor of Anatomy, was regretfully accepted. The Board passed a resolution expressing its cordial appreciation of his loyalty to the College, and of the high character of work which he had done since his appointment in 1908. The President of the College said: "In all the history of the College few men have enjoyed higher respect on the part of the college community on account of his equipment and ability as a teacher, or a warmer regard on account of his attractive personal traits. Dr. Stewart's leaving is a matter of deep and universal regret."

Dr. Edward S. Ruth was appointed to the Professorship of Anatomy made vacant by the resignation of Dr. Stewart, at the special meeting of the Board of Trustees, October 11th, in Raleigh. Dr. Ruth is a native of Kansas. He attended the Mound Ridge (Kansas) High School four years, Bethel College, Newton, Kansas, one year, the University of Kansas Medical School, where he took his M.D.

Degree in 1910, for four years. For six months he was in the St. Margaret Hospital of Kansas City, and for six months in the Bell Memorial Hospital of Kansas City. For one year he was Research Fellow in the surgical department of the Rockefeller Institute for Medical Research, working in association with Dr. Carrel, the winner of the Nobel prize in medicine for 1912. Descriptions of his researches have been published in the *Journal of Experimental Medicine*. Later he was Junior Assistant in St. Mary's Hospital for Children, and then House Physician and Surgeon. At the time of his appointment here he was Instructor of Anatomy in the Bellevue Hospital Medical College. Dr. Ruth and his bride (formerly Miss Compton) arrived in Wake Forest October 14th. They were married at the home of the bride in Orange, N. J., October 12th. Dr. Ruth took charge of his department October 28th.

The President of the College has made the following addresses: On the 1st of August, before the Old Soldiers of Bertie County in their annual reunion at Windsor; on the 16th of August before the farmers of the vicinity at a picnic on Dr. Oscar Haywood's lawn near Mt. Gilead; on Sunday, the 19th of August, in the Baptist Church of Mt. Gilead; on September 13th, before the Mecklenburg and Cabarrus Association in Concord; on October 6th, before the Sandy Creek Association at Jonesboro, and in the evening in the Baptist Church at Sanford; on October 24th, before the Baptist State Convention of Maryland at Baltimore. He attended the International Congress of Hygiene and Demography in Washington, D. C., September 25-28.

Dr. Charles Edward Brewer, the Dean of the College, made the opening lecture of the new session Thursday

evening, September 5th, on "College Life." On the 14th of September he made an address at an educational rally in Jamestown, and on the 27th of October a memorial address at Burlington.

Among the Alumni

Dr. James F. Royster (B.A., 1900), Professor of English in the University of North Carolina, has just published a scholarly edition of Shakespeare's "Love's Labor's Lost" in the notable *Tudor Shakespeare* of the Macmillans.

Dr. Joseph Q. Adams (M.A., 1901), Associate Professor of English in Cornell University, is preparing to publish in book form his numerous and notable articles on the Drama.

Mr. Arthur B. Ray (B.A., 1910, M.A., 1911), taught Chemistry, Physics and Biology in Blue Ridge College, Md., last session. His friends will heartily congratulate him upon his appointment for the present session to the position of Assistant in Chemistry in Cornell University.

Mr. Wheeler Martin, Jr. (LL.B., 1911), was united in marriage to Miss Louie Poteat, of Wake Forest, on the evening of August 26. Mr. Martin is engaged in the practice of law in Williamston, N. C.

Mr. George Wiley Coggin (B.A., 1904) is superintendent of the city schools of Blackville, S. C. He is to be congratulated upon his marriage to Miss Leigh, the past summer.

Rev. John Caswell Hocutt (1872-'76) died at his home in Graham in the month of August. He was principal of Dayton Academy 1876-1881, and was pastor of churches in Wake, Durham, Orange, and Alamance counties. He was a recognized leader in the Mount Zion Association. A greatly beloved and useful man.

Rev. A. V. Joyner (B.A., 1907), pastor for several years past in Tarboro, N. C., has accepted the pastorate of the

Fayetteville Street Baptist Church of Raleigh, and will enter upon his work there the first of November.

Dean John Louis Kesler (B.A., 1891), of Baylor University made one of the notable addresses at the Ridgecrest Conference on Education in July. The theme was "The Task of a Christian College." An abstract of the address was published in the *Biblical Recorder* for August, 14. He spent about a month at Swannanoa, N. C., accompanied by his daughter, Miss Margaret.

Principal William Jackson Jones (B.A., 1908), announces that the Salemburg High School, which has been a coëducational school, will hereafter be a school for girls only, and be known as Pineland School for Girls. A new dormitory has been erected.

Robert Lide (B.A., 1892) has been reëlected to the State Senate of South Carolina, from the county of Orangeburg, by an almost unanimous vote.

Charles T. Bell (B.A., 1909), who had begun a promising career as a lawyer in his native town, died at Morehead City on August 12.

C. R. Sharpe (B.S., 1912) writes from Jefferson Medical College, Philadelphia. "We have been admitted to the third-year class without conditions, and have reason to be proud of our School of Medicine at Wake Forest."

Thomas H. Briggs (B.A., 1896), instructor in the English Department of Teachers' College, Columbia University, has just published an annotated edition of Scott's "Quentin Durward" from the press of Ginn & Co.

Rev. J. A. Beam (B.A., 1885), after about two years at Prestonburg, Kentucky, has returned to his first love, Bethel Hill, N. C., a name which is permanently associated

with his. The Bethel Hill High School, however, is now a State High School, and Mrs. Beam is its principal.

Rev. A. C. Sherwood (B.A., 1903), pastor of the Baptist church at Andrews, N. C., will have the sympathy of a wide circle of friends in the loss of his wife on the 16th of September.

Mr. J. C. Little ('00-'02), of Raleigh, is the candidate of the Wake County Democrats for State Senator. Mr. Little returned to North Carolina from Oklahoma about two years ago.

Mr. J. W. Bunn (LL.B., 1907), who is practicing law in Raleigh, is the Democratic candidate for the State House of Representatives.

Dr. Jesse B. Weatherspoon (B.A., 1906, M.A., 1907), pastor of the Baptist Church at Oxford, has published in the *Biblical Recorder* in the month of October, a series of exegetical articles on Hebrews 5:11—6:20.

The death of Rev. Solomon Davis Swaim (B.A., 1889), occurred in Lexington, N. C., August 14. For a time he was a teacher as well as a preacher. He had pastorates in Yadkin County, in Wilmington, and in Davie and Davidson counties. Mr. Archibald Johnson, editor of *Charity and Children*, says of Mr. Swain in the *Biblical Recorder*:

"As a pastor he was wise, aggressive, and faithful. He was a leader of men, but his nature was so shrinking, modest and timid that they hardly knew they were being led. As a preacher he was sound, Scriptural, and strong. His scholarship was accurate and thorough. He was a student and applied himself to the last of his useful life. He was a builder, first of churches and then of church homes, and his pastorate in the Liberty Association is marked by splendid houses of worship, and by a quickened zeal on the part of the membership for all the various departments of the work of the churches. He was a soldier, and feared not

the face of man. Throughout his career he lived and wrought with his face toward his Master. His life was clean and sweet, and no stain was attached to his name. He had a great grip on the people of all classes in this section, and was universally esteemed and respected."

Rev. Charles L. Greaves (B.A., 1897), of Hawkinsville, Georgia, finds time in a busy ministry, to do much in the way of literature. Several didactic religious stories from his pen have appeared in various periodicals. The *Progressive Farmer* has recently completed the publication of a series of ten articles by him on "The Country Church." In the writing of poetry, also, he is attaining success and recognition. One of his poems, "The Minstrels of the Pasquotank," appeared in the August number of *Uncle Remus' Magazine*, and another, "Inasmuch As Ye Did It Not," in the New York *Independent* of October 17.

The death of Dr. James B. Richardson (B.A., 1861), occurred at his home in High Point, N. C., on September 7. For the following sketch of his life and work THE BULLETIN is indebted to his friend, Rev. Thomas Carrick, of High Point.

Dr. Richardson had been growing weaker for some days but was not confined to his bed. He ate dinner as usual on the day of his death and about three o'clock was sitting on the porch of his office when death came and he answered the call without a struggle or even falling from his chair.

Dr. Richardson was born in Moore County, North Carolina, about seventy-three years ago. He was the son of Rev. Noah Richardson, a Baptist preacher of great power and wide influence. He was educated at Wake Forest College, graduating from that institution in 1861, with high honors. He taught school and preached as pastor of churches during the Civil War. Soon after the war he was

married to Miss Alice Liles, of Lilesville, N. C., who, with three daughters and one son, survive him. About the year 1867, Dr. Richardson was called to Abbott's Creek Church as pastor and teacher of a high school. Other churches soon called him as pastor. He first taught in the church and later a large brick building was erected at Teaguetown, some two miles from the church, and he taught there until the close of 1870. The school was largely attended and a great success. He had under his instruction in this school four young men studying for the ministry, by name, J. A. White, R. W. Crews, G. W. Harmon, and Thos. Carrick. In the beginning of the year 1871, he moved to High Point where he was pastor and teacher for one session. In the spring of 1871 he became pastor of the First Baptist Church in Greensboro, then only a struggling band, and a new house of worship was erected by his heroic efforts, and the weak church was much strengthened.

In 1874 Dr. Richardson was elected corresponding Secretary of the Baptist State Convention. His work in this new field was very trying in many particulars. He served as Secretary for four years efficiently and faithfully, preparing the way, in large measure, for the future usefulness of the State Mission Board.

After he resigned the Secretaryship of the Convention he served churches in many parts of the State. He returned to the school-room about the year 1880, and for some time taught in High Point with Major Lynch, but kept up his work as pastor of churches. He continued in the work of the ministry till two or three years before his death, then, because of declining health, with deep regret, and very reluctantly, he gave up his churches, preaching only occasionally as he felt his physical strength would

permit. Dr. Richardson's best loved work in the closing years of his life was teaching a large class of grown-up persons in Green Street Baptist Church Sunday School. The work of teaching this class was faithfully and lovingly kept up till the end came.

He was a member of the Board of Trustees of Wake Forest College from 1873 till his death and always felt the keenest interest in the work and success of the College. He remembered the College in his will to the amount of \$500.00, especially to be used for building a fire-proof vault for keeping the papers and records of the college safely.

He loved the Thomasville Baptist Orphanage and erected a Library Building for that institution in memory of his father and mother. He left the Orphanage \$1,000.00 to be an endowment fund for keeping up the Library Building and for the purchase of new books.

Dr. Richardson needed to be well known to be fully appreciated. Being a cautious man he was sometimes misunderstood by his brethren, but he was no pessimist, but a fine balance wheel to the over-zealous optimist. As a teacher he was equal to the best. He was at home in the school-room. He was a preacher of ability and in great demand as pastor. As pastor he did much preaching by the fireside and was a welcome guest in the homes of his people. The children loved him and he taught them to call him "Uncle Jim." As a citizen he was easily one of the first in High Point where he lived for more than 41 years. He was a man of affairs and managed well his business.

The funeral services were conducted from the First Baptist Church of which he had been pastor for four different times. The services were led by Dr. W. C. Tyree

assisted by Rev. J. M. Hilliard, Rev. Thos. Carrick, and Dr. W. L. Poteat, of Wake Forest College. Prayer was offered by Dr. H. A. Brown, of Winston-Salem. A large assembly of friends and relatives attended this service. After the services at church the Masons took charge and he was buried with Masonic honors.

Record

The session of 1911-1912 opened Tuesday, September 3d. The enrollment to date is 436, which is one in excess of the total enrollment of last session.

The following gentlemen, members of the summer class of 1912, were licensed to practice law by the Supreme Court of North Carolina, in August: A. C. Bernard, J. J. Best, T. E. Bingham, A. B. Breese, C. C. Broughton, J. S. Cline, J. L. Evans, P. L. Feezor, A. E. Ferguson, E. A. Harrell, E. M. Harmon, C. C. Howard, J. T. Johnson, O. B. Moss, H. C. Miller, R. S. Pruett, A. C. Ray, J. Q. Robinson, James Royall, E. H. Scarlett, R. F. Simmons, R. W. Strange, W. J. Swain, H. Y. Stewart, R. E. Walker, E. R. Wilson, J. M. Moss. There were thirty applicants from the Wake Forest Law School, three failing to pass the examination.

The closing exercises of the Summer Law School were held on Sunday, August 1st, in the Wingate Memorial Hall, the services being under the direction of Rev. W. N. Johnson, the College Chaplain. The Scripture was read by Professor E. W. Timberlake. President W. L. Poteat delivered the Baccalaureate sermon (Mark 12:34), after which Professor N. Y. Gulley, Dean of the Law School, made an address on the subject, "The Ideal Lawyer."

Dr. Hubert McN. Poteat, of the Chair of Latin, has organized a College Glee Club and Orchestra, and will make a concert trip with them this fall.

The first of the series of lectures for the present session was delivered by Dr. C. E. Brewer, Dean of the College, on September 5th, his subject being "College Life."

Dr. E. W. Sikes delivered, October 15th, a lecture in Memorial Hall, on "The Meaning of Yorktown."

In their meeting at Raleigh, August 30, the Board of Trustees committed the building of the new Dormitory for the College, to the following gentlemen: Livingston Johnson, Chairman; Carey J. Hunter, W. N. Jones, Thos. H. Briggs, Geo. A. Norwood, Robt. E. Royall, and W. L. Poteat. The committee is at present engaged upon the question of plans for the building. Upon their invitation a New York artist has made a visit to Wake Forest for the purpose of making suggestions for the building itself, and making a sketch map of the campus on which the sites of future buildings are to be indicated.

According to the statement of Rev. Thomas Carrick in his sketch of Dr. J. B. Richardson published elsewhere in this issue of THE BULLETIN, the late Dr. Richardson remembered the College in a bequest of \$500.00.

In the month of September Dr. R. T. Bryan, of Shanghai, China, made three missionary addresses before the College community.

Mr. Frank Thompson, of Raleigh, is again coaching the football team. Under Mr. Thompson's teaching both the football and baseball teams of last session achieved a marked success. The following is the schedule of the football games to be played during the present season:

Sept. 28.	University College of Medicine.....	Wake Forest.
Oct. 5.	U. S. C.	Columbia, S. C.
Oct. 12.	U. N. C.	Chapel Hill.
Oct. 19.	(Open).	
Oct. 26.	Washington and Lee.....	Lexington, Va.
Nov. 2.	A. and M. College.....	Wake Forest.
Nov. 9.	Medical College Virginia.....	Wake Forest.
Nov. 16.	Gallaudet College	Raleigh.
Nov. 28.	Davidson	Charlotte

The officers of the several classes have been elected as follows:

Seniors—President, S. Long; Vice-President, L. W. Smith; Secretary, J. J. Waff; Treasurer, N. E. Wright; Prophet, F. A. Smethurst; Historian, L. L. Carpenter; Poet, E. W. Lane; Orator, W. T. Baucom; Testator, W. A. Young; Statistician, H. J. Langston.

Juniors—President, R. B. Green; Vice-President, O. W. Yates; Secretary, C. W. Mitchell; Treasurer, C. J. Carpenter; Historian, F. Hipps; Prophet, C. H. Johnson; Poet, W. J. Conrad.

Sophomores—President, J. McCourry; Vice-President, T. M. Avera; Secretary, W. H. Jenkins; Historian, C. E. Chambliss; Prophet, J. L. Camp; Poet, W. J. Apperson.

The Student Senate for the present session is composed of the following gentlemen: H. B. Conrad, Chairman; Geo. E. Pennel, Danford E. Josey, Eugene A. Daniel, J. G. Stanley, L. C. Williams, J. H. Jones, E. P. Stillwell, O. L. Stringfield, O. W. Sawyer.

The Honor Committee for the present session is composed of the following gentlemen: S. Long, Chairman; R. B. Green, J. McCourry, O. F. Herring, O. L. Stringfield, J. D. Knott, P. A. McLendon, C. R. Sorrell.

The following addresses have been made before the Y. M. C. A.: Sept. 16, Dr. R. T. Bryan, on "Home Missions"; Sept. 23, Dr. E. E. Stewart, on "Social Purity"; Sept. 29, Dr. E. M. Poteat, on "Bible Study"; Oct. 14, Dr. Hubert Poteat, on "Growth."

Announcements

The Christmas holidays will be December 20-30. The spring term will begin on December 31.

The College lecture committee has secured Dr. Robert S. McArthur, of Atlanta, Ga., for a series of lectures, probably not fewer than three, November 5-7. These lectures are free to students; admission twenty-five cents for all others.

Students who contemplate entering at the beginning of the spring term should bear in mind that with very few exceptions the classes of that term began their work at the beginning of the fall. Accordingly, they should be prepared to enter classes at the point reached after a half-year's advance.

The fall Senior Speaking set in the Calendar for October 11 is postponed until November 12, when the following gentlemen will speak: Euzelian, C. H. Roberson, J. L. Carrick, T. C. Holland; Philomathesian, R. A. Marsh, W. T. Baucom, O. P. Campbell.

Arrangements are in process of completion for a series of debates with Davidson College. Accordingly, there will be two debates on hand next Easter Monday evening, one with Davidson, the other with Baylor.

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The Teaching of English in Secondary Schools

JAY B. HUBBELL, Associate Professor of English.

The teaching of English is beset with many peculiar difficulties, among which the following may be mentioned: (1) English in the lower schools is a comparatively new study. Even in the colleges it dates back only half a century. Years passed before it found an established place in the curricula of secondary schools. Consequently, until recently methods of teaching English have been largely experimental. (2) This diversity of methods has been complicated by the variety of studies grouped under the head of English: Spelling, Grammar, Composition, Literature, English and American, the History of Literature, and Public Speaking. (3) Some of these studies lack the tangibility of Mathematics or Latin; students and teachers alike often complain that they "don't know what they are driving at." (4) In addition to all these, there is the further difficulty of adapting the English course to the needs of various classes of students, some of whom go to college, some to professional schools, and some into business or other work. In short, I think all teachers of English will agree with me when I say that our subject is at once the most delightful, the most essential, and the most difficult of all subjects to teach.

In order to find out the methods actually in use in the secondary schools of the State, Mr. Thomas L. Revelle, now Principal of the Forest City High School, and I last year determined to make a systematic investigation of the matter. We wrote numerous requests for catalogues and school bulletins; and, finding the information contained in these indefinite and incomplete, we sent to various schools

a list of specific questions as to methods used. We were again disappointed both in the number and in the definiteness of the answers we received; but we learned in a general way what was being done, or at least attempted. We had at first classified the schools into three groups: schools preparatory to college, city high schools, and small town and village schools. We were surprised to find, however, that, in spite of great variation, the work of the first two classes was, in the main, indistinguishable and that in a very large number of cases the small town and village schools were doing the best work of all three classes. The methods in use varied very widely and seemed to be determined largely by the school where the teacher had received his training.

The suggestions that I shall make are based partly upon the data that Mr. Revelle and I collected, partly upon my own experience as a teacher of high school and college English. I shall endeavor to make them as practical as possible, remembering always that it is much easier to find fault than to make helpful, constructive suggestions.

I. The Influence of College Entrance Requirements.

By steadily raising their requirements for entrance the colleges have no doubt caused many of the lower schools to raise the standard of their work; but, it seems to me, Southern colleges in emulating the colleges of the North have proceeded too hurriedly. Three unfortunate results have followed. First, there is a gap between the work of the colleges and that of many secondary schools which have been unable to raise the standard of their work rapidly enough. Consequently, the majority of college Freshmen are "conditioned" and are forced to take more and more advanced work than they are prepared to take. This means

a lowering in the quality if not in the actual amount of the college work which they do. The rapid progress of the lower schools promises soon to fill up the gap. Another evil is that the teachers in the lower schools feel compelled to hurry over the fundamental studies of Grammar, Spelling, and Composition in order to read the books required for entrance. The crowding of the curriculum with new branches of study increases the difficulty. A third unfortunate result is that the books required for entrance to college are made too exclusively the basis of study in nearly all secondary schools. Since the bulk of high school students do not go to college, it is not just that they should be forced to take work for which many of them do not care and which is in no way especially suited to their needs. For example, I question the expediency of attempting with a class of high school students Burke's *Speech on Conciliation with America*, DeQuincey's *Confessions of an Opium Eater*, Carlyle's *Essay on Burns*, or even Milton's *Minor Poems*. My own experience has been that high school students get worse than nothing from these books and that college Freshmen fare little better. The colleges are too slowly awakening to this fact, but they are beginning to condescend at last to hear the plea of the secondary school. Even after many desirable changes are made, however, I fear that a few books will still be studied primarily because the colleges require them. Would it not be wise, therefore, whenever possible, to divide the Senior English Class into two sections, one to study the entrance requirements and the other to study something which the teacher finds better adapted to the needs of students who do not expect to enter college?

II. *Grammar.*

Almost all colleges complain that their students come to them sadly ignorant of the rudiments of English Grammar. Not only do we find students who cannot name a single participle or transitive verb, but we find many who continually confuse *was* and *were* and *did* and *done* and who use double and triple negatives without the least compunction of conscience. After a month's review of Grammar at the beginning of the present session, we found it necessary at Wake Forest to organize a Sub-freshman class of forty men to study Buehler's Grammar. The necessity of a working knowledge of English Grammar is too evident to require comment. The student who has not this knowledge is helpless when he attempts the study of Composition or Rhetoric or any foreign language. It would be unjust to blame the high school teacher for the fault of the home and lower schools; but, surely, the college cannot be expected to devote half a year to the study of Grammar.

My conviction is that Grammar should be taught in the high school at least twice, once in the first year and again in the last year by way of review. Teachers of foreign languages very justly complain that students ignorant of Grammar cannot learn Latin or French or German. They often forget our plea, however, that a fuller understanding of English Grammar comes only after the study of at least one foreign language, for until then the student is hardly more conscious of his native language than of the air he breathes. A thorough review of Grammar in the last year of the high school with some attention to Latin, French, or German Grammar would remedy the deficiency. The teacher of foreign languages—and of every other study—should consider it his duty to demand grammatically correct

English on all occasions. Unless the student finds that he is expected to use grammatically correct English all the time, he never forms the habit.

Grammar is a difficult subject to teach. Students and teachers alike condemn it as uninteresting. Here a little knowledge of the history of the language would help. A few hours spent in the study of Greenough and Kittredge's *Words and Their Ways in English Speech** would change the teacher's conception of the language to that of a living, growing thing instinct with marvelous powers of expressing truth and beauty. Principles should be taught rather than rules, the correct rather than the incorrect use of words. Diagramming and analysis, though recent grammarians often condemn them, are, if not used to excess, very useful in teaching advanced students the structure of sentences. Students should be taught to correct their own errors; and little attention should be paid to the rare kind so frequently found only in textbooks. Grammar can be taught more successfully in connection with the student's themes than in any other way.

III. *Spelling.*

About two months after the opening of the present session at Wake Forest, I gave the Freshmen a test on Spelling. I gave them fifty words, all of which they regularly use in their themes and speeches—words such as *separate*, *exaggerate*, *too*, *lying*, and *planning*. Two-fifths of the class missed at least twelve words, and now are studying spelling. And yet I do not believe that students at Wake Forest are worse spellers than college students elsewhere. The ability to spell is a very desirable thing, for, next to errors in Grammar, the inability to spell brands a man or woman as uneducated.

*The Macmillan Company, N. Y., \$1.10.

In spite of the apparent simplicity of the thing, Spelling is difficult to teach. For one thing, I think I may safely say, the recitation in spelling should always be *written*. Students often come to college with medals for excellence in oral spelling who continually misspell in their themes the simplest words. A knowledge of Latin (now fast becoming all too rare) is of great help to the student, particularly if the teacher explains the derivation of a few commonly misspelled words of Latin origin, such as *prejudice* and *separate*. The dictionary and the spelling-book should be used together; and students should be encouraged to form the habit of noting the orthography, the derivation, and the definition of every new word they meet. In Spelling, as in Grammar and Writing, the teacher should exert all his persuasive powers to induce teachers of other subjects to coöperate with him.

IV. *Parallel Reading.*

The most deplorable deficiency of the "conditioned" Freshman, however, is his ignorance of standard books. It is not too much to say that the quality of a student's whole college work in English is determined by the reading he has done. The unread Freshman frequently becomes an excellent student of Mathematics or the Sciences; but only after years of unremitting endeavor does he write fluently and correctly, and even then the peril of a relapse into slipshod and ungrammatical language is ever before him. The rules of Grammar are to him never anything but "rules." He has no vocabulary. He has no feeling for the right use of words. He has no basis for the appreciation of the best authors, for he is ignorant of even the commonest literary and historical allusions. He cannot even spell.

I shall not blame the teachers, as do the parents, who, by

the way, seem to expect the teacher of today to do all but wash, feed, and clothe their children. But what is to be done? The habit of reading must be formed at any cost. The teacher should encourage the pupil to read *anything* which is interesting and tolerably written. Even dime novels are better than nothing, for a time. Only a few schools have yet introduced the excellent college system of parallel, or outside reading. Some hesitate because they have no school libraries; but there are now so many inexpensive editions of the classics that this excuse is outworn. Condensed editions, omitting long descriptive passages, are often available. In every such list of books there should be places for the Bible, the Odyssey, and Bulfinch's *Age of Fable*, or other books giving the myths and stories that play so important a part in all modern literature. The teacher can easily insure careful reading of the books assigned by giving a short oral or written quiz on some particular scene or chapter. This method gives excellent training in composition, and it is, I think, better than the long outlines which make English, as the girls say, "oh, such a bore!"

V. *Writing.*

Some teachers, notably Professor Lounsbury, of Yale, question whether Writing can be taught at all; but, at all events, it seems clear that certain things essential to clear and correct expression can be taught. The pupil, moreover, can be influenced to learn many things for himself. The influence of good models is incalculable,—all the more reason why the teacher should develop the habit of reading good books. But the problem goes deeper than this, for the student must find something to say and learn to express it clearly and correctly. Such theme subjects as "A Compar-

ison of the Characters of Brutus and Cassius" (I plead guilty to having given this subject more than once) are altogether worthless, for the student merely pieces together mechanically the teacher's ideas and does no thinking for himself. Give the student something that he understands and is interested in if nothing more than a sparrow's nest or a storage battery. Then if he has failed to express clearly and accurately what he sees, it is easy to show him how to improve his work. But, by all means, never permit him to write as follows:—"The glorious sun up rose, bathed in mist and robed in light and showered his beams upon a sinful, sorrowful terrestrial globe." Our maturer writers and speakers of the South have set too frequent examples of this miserable sophomoric style, which is usually accompanied by poor spelling and bad grammar, and always by poverty of thought.

Before he can master the art of writing, the student must learn to think and observe carefully and to record accurately and clearly the results of his thinking and observation. College students who take Freshman English in their Sophomore year invariably write better than Freshmen because they have learned to do these things. The same reason, I think, explains why some of the great English scientists like Huxley, wrote better than most of their contemporary men of letters. They wrote, as they thought, exactly and clearly. The teacher cannot afford to tolerate muddle-headed thinking. Here again, however, part of the burden of helping the student solve the problem of self-expression falls on teachers of other studies. They should remember that what knowledge the student cannot express clearly is useless to him. Often the English teacher can win the coöperation of his colleagues by assigning themes on subjects taken from other departments. If he can induce them to reject all

written work which is not neatly and carefully done, he will find his own task easy. It is a noteworthy fact that though in England the teaching of English is still in its infancy and though there is seldom a teacher of Composition, yet English students write uniformly better than American students. Every teacher in the school demands correctly written work, and he gets it.

Many college teachers of English have the feeling that the preparatory school teachers are shirking their composition work by not carefully correcting the few themes they require. I am loath to believe the charge, and yet every year many Freshmen tell me their themes were never returned to them and, they think, never read. As bad as this situation is, if true, the teacher's defense is rather plausible. He finds theme correcting sheer drudgery, and after having once returned a carefully corrected set of themes only to see them strewn unnoticed upon the floor, he considers his time utterly wasted. A far better method is to run over with the pupil two or three of his themes at one time, pointing out his prevailing errors and showing him exactly how he can correct them. If he still does not take pains, he should be made to rewrite his worst themes.

VI. *Oral Composition.*

The teacher who wishes his students to learn to write well should see that they also speak correctly. It is easy to tell what students came from homes where good English is spoken. Writing, certainly if they have read much, is easy for them. They do not have to be continually consulting the dictionary and the grammar lest they should make a terrible blunder. Most students dislike to write, but they all like to hear or tell a story. Here is the teacher's opportunity. Get such students to tell stories, anec-

dotes, incidents; teach them to tell them better; and then induce them to write others and read them to the class. Let them all tell the story of poems and novels studied in class. But never interrupt a student, however, as one teacher did a pupil who was telling the story of the *Ancient Mariner*, to remind him that he has forgot to say that the wedding guest sat down "on a stone"! Students should read their own themes on class, for the teacher as well as the pupil tires of the same perpetual voice. Good reading is really a much rarer accomplishment than good speaking. The teacher need not be an elocutionist. A few practical hints on emphasis and enunciation, the observance of which is constantly insisted upon, and a little judicious encouragement and criticism will accomplish much.

Public speaking has not yet won an established place in the average high school curriculum, but the high school debating society has come to stay. The teacher of English, if he be a tactful person, has here a splendid opportunity to help the student solve his problem of self-expression, for in speech-making thinking and oral and written composition all unite. The teacher's influence in the society should, of course, be largely indirect, for if the students suspect him of running the society as a course in English, all their interest will cease. Besides criticizing speeches whenever asked to do so, he can raise the standard of speaking by having a few model debates or recitations in his classes. If he does not accustom his pupils to getting up on their feet and expressing their thoughts correctly and distinctly, he may expect direful things to happen in public performances. Perhaps the one thing that the young debater needs most to learn is how to collect and use his material. He does not know where to find facts or how to make proof out of the evidence he has collected. He does not know how to an-

alyze a question to find the issues at stake, and he does not know the strength and weakness of his arguments. Much of this the teacher can teach his advanced students in their composition work. I find abundant evidence of such work in the Freshmen who come to Wake Forest. Their prevailing fault as speakers is not want of argument; it is a mistaken notion of the speaker's style and delivery. Such examples of bombastic phraseology as I quoted above are only too common. Students have the idea that they must wield nine-syllable words and "punch holes in the Seventh Heaven," or be told that their style and delivery lack animation. It will take years to get Southern students out of this pernicious habit, for this style is yet all too prevalent among the mature speakers whom they hear. Perhaps, too, something of this exuberance is a necessary by-product of youthful interest in speaking, and cannot be entirely destroyed without injury to enthusiasm.

VII. *The Teaching of Literary Masterpieces.*

"Can literature really be taught?" is a question that we frequently hear. In one sense, perhaps not; but certainly the right teacher can often develop in his students a love for literature. This inspirational function of the teacher of English is his chief reason for existence. If he lacks this love for literature, it would be infinitely better for him and his classes if he taught something else. It is a regrettable fact that well-nigh half of the college and university teachers of English in this country care little or nothing for literature for its own sake. Their interest is scientific, historical, or philological, which is in many cases worse than no interest whatever. The result of this is that there are many college graduates endeavoring to teach English in the lower schools who not only have no

love for literature but feel no obligation to develop it in their students. Literature is a living thing, as vital a matter as the life and thought of the race it embodies in permanent form. It is the last of all things, therefore, which should be subjected to a feelingless laboratory method of dissection—as if it were a frog's leg beneath the microscope.

In the last analysis, success in teaching literature is a matter of appreciation and personality. If the teacher loves literature "as his own soul" and teaches it because he loves it, he will be able to inspire that love in others whatever his classroom method may be. He must feel that broadening and deepening of his sympathies which is brought by contact with the best that is known and thought in the world, for no other study has the cultural value of English. I firmly believe that an abiding love for literature can be developed in every student. If he does not find an outlet for some of his strong youthful emotions in this way, he will find it in some less desirable way—athletics, trashy fiction, the moving picture show, or some form of dissipation. Once the love of good literature is developed, it is a permanent possession, a source of pleasure and of moral inspiration.

The teacher of English should be a good reader, at all events, an appreciative and careful reader. To be fully appreciated by the young, literature—poetry in particular—must be read aloud. It cannot be skimmed for mere information like a newspaper. The memorizing and recitation of select passages should be encouraged even when the pupil does not fully understand all that he has memorized. If he has learned to enjoy the rhythm of poetry, he has learned much; fuller appreciation will come later. Continual quizzing on the part of the teacher is apt to destroy what appreciation the student has. The study of the his-

tory of literature should never be allowed to replace the study of the literature itself. In fact, there is little or no need for such a study in the high school. Dates and literary epochs are of little consequence to the student before he comes to college. What the pupil really needs is to learn how to read and enjoy poetry and fiction. He needs to be taught to use his imagination to picture what he reads. The teacher's method should be neither to lecture nor to quiz continually, but something between the two yet very different from either. He should read aloud in the classroom, explaining what is necessary, asking a question now and then to see that his class follows him, and endeavoring in every possible way to get them to see and appreciate what he sees and appreciates.

VIII. *Correlation of English With Other Studies.*

Last of all, I wish to emphasize a topic already mentioned, the relation of English to other studies. The assignment of each subject for study to a special teacher in the high school was an innovation from the college. It has tremendous advantages over the old system, but it has a few disadvantages that the teacher of English in particular should be aware of. The most important of these is that it is impossible for him to see more than a fourth or fifth of the work his students do. The teaching of Grammar, Spelling, and Writing is a matter that vitally concerns the whole school. The task is too great for the English teacher alone. When other teachers permit pupils to make continually the simplest errors in their oral and written exercises, they are steadily undoing his hardest work. They render it impossible for him to develop the habit of using correct language all the time. The English teacher should, therefore, use all his influence, direct and indirect, to interest his colleagues in

his problems. He should also display an interest in theirs. He should know what his students are studying in their other courses each day. This knowledge will lend him many helpful illustrations, give him a clue to the interests of his pupils, and furnish many suitable subjects for themes.

Ultimately each teacher must work out the method of teaching best suited to his own talents and problems. Experience, guided by a willingness to learn, is the best teacher. It is much easier to give advice than to take it; and I am keenly aware that many of my suggestions may not prove practical with other teachers. As something more definite, I wish to say that those interested will find in the forthcoming catalogue of Wake Forest College a suggested course of study in secondary English which I have made out with the assistance of Dr. Sledd, who has probably won more men to an enduring love of literature than any other teacher in the South. This course is intended particularly for those teachers who send students to Wake Forest.

Report of the Trustees of Wake Forest College to the Baptist State Convention, December 5, 1912

At Dockery's Meeting House, November 4, 1833, the Baptist State Convention of North Carolina, then but little more than three and a half years old, took the following action: "Resolved that a Board of Trustees be appointed by this body, to whom shall be entrusted all the interests and operations of the Wake Forest Institute." A committee was appointed to nominate forty persons as Trustees, and on the same day reported forty names, the same as those which occur in the charter of 1833, except that the name of George W. Hufham is substituted in the charter for that of Thomas Meredith in the committee's report.

The present Board of Trustees of Wake Forest College has succeeded to that honorable trust and responsibility in the unbroken tradition of seventy-nine years. Throughout this long history, marked at times by crisis and disaster and in every part by struggle, the Board has administered its trust under the obligation imposed by its original appointment. It feels today as keenly as ever it felt its dependence upon the Baptist State Convention, and rejoices to give a fresh affirmation of its uncompromised loyalty. The success which has attended upon this service and stewardship is the occasion of gratitude on the part of the Board, as it must be a satisfaction to the Convention. The salvage from the Civil War wreck comprised eleven thousand seven hundred dollars of endowment and the grounds on which stood a single bare building. The plant now consists of seven large buildings, which, with the grounds are valued at \$188,925, while the endowment, not a dollar of which has been lost since 1865, has grown from

\$11,700.00 up to \$455,069.30. Accordingly, the property of the College now aggregates at face value \$643,994.30. Its real value is nearer \$843,000.

The growing reputation of our College is quite as marked as is this financial success. The position of respectability which it now holds in the college world greatly gratifies its friends, not because it flatters their pride, but because it opens in the path of its progress a constantly widening opportunity of service to humanity. It is well reflected in the increase in student attendance, which for the past seven years has averaged more than seventeen a year, with a distinctly more rapid increase the past three years. The enrollment reported a year ago was 413. The record now shows 438. Of this number 92 are ministers. The volunteer mission band is larger than ever before, numbering 15. Wake Forest continues to hold the leadership in the number of its representatives at the Southern Baptist Theological Seminary as compared with other colleges. The pressure upon available lodgings in the College and the village by the enlarging patronage has led the Board of Trustees to commit itself to the erection of a new Dormitory to be ready by the opening of the session of 1913-14. For the same reason the enlargement of the body of teachers cannot be very long delayed. It is universally felt that the compensation which the present professors receive is inadequate and cannot long maintain the existing standard of ability in our faculty. All these advanced steps in the normal development of the Institution involve increase of income, and it is becoming more and more apparent that, if a Christian denomination insists upon conducting its own system of schools, it must itself support them.

The Bursar of the College, Mr. E. B. Earnshaw, is

doing what he can to make collections upon the notes made to the endowment during the agency of the late Professor Carlyle. The sum which was originally guaranteed by individual members of the Board and others and for which they are personally responsible in bank upon their faith in notes still unpaid at the close of 1910, has been reduced by collections to \$7,120.22. It is, of course, understood that notes made to the endowment movement inaugurated at the Convention in 1906 are still in force, and the Board is hoping that there will be no unnecessary delay in their settlement. The only difference between their present status and their status before the expiration of the time limit of that movement is that the obligation of the General Education Board does not now hold to add one dollar to every three collected.

The Board of Trustees begs to commend to the Convention and to the general brotherhood the heroic effort of the Wake Forest Baptist Church to build a house of worship. The College, which supplies more than one-half of the congregation, makes imperative the erection of a much larger house than would meet the needs of the local church. It is believed that this fact justifies the general appeal for assistance.

The only important changes in the faculty since the last report are: the creation of the office of Dean of the College, to which Dr. Charles Edward Brewer has been appointed, the resignation of Dr. Edgar E. Stewart, Professor of Anatomy, with the appointment of Dr. Edward S. Ruth of the Anatomical Staff of the Bellevue Hospital Medical College, New York City, to succeed him, and Dr. Hubert McNeill Poteat's assumption in September of the duties of the Latin professorship to which he was elected a year before.

WILLIAM LOUIS POTEAT, *President,*
For the Board of Trustees.

Faculty Personals

Dr. E. W. Sikes, of the chair of Political Science, has made the following addresses: "The Lessons of 1912," a Thanksgiving address at Wake Forest; "A Century of Baptist Conquest," Wake Forest; "The First Battles of Thomas Meredith," Wake Forest; "The Relief of Aged Ministers," Baptist State Convention; "The Presidency," and "The Causes of Poverty," Washington Graded School; "Taxation," Raleigh; "Baptist History" and "By-products of the Sunday School," Fayetteville.

Dr. W. R. Cullom, Professor of the Bible, made an address on the work of the Board of Education before the First Baptist Church of Asheville, January 12th, and the Baptist Church of Mount Airy, January 19th. He gave a series of five lectures on the Book of Genesis before a Sunday School Institute at Chattanooga, Tenn., January 13th to 17th. He assisted in the ordination, December 22d, at Mount Pisgah Church, in Chatham County, of Rev. O. W. Yates, a relative of the famous missionary, Matthew T. Yates, who went out from the same church. On December 29th Dr. Cullom resigned the pastorate of the Wakefield Church in order that he might devote to the field work of the Education Board the two Sundays which he had been giving to this church. He was present at the South Fork Association, October 25th, and at the Neuse-Atlantic Association, November 11th and 12th, making addresses at both.

Dr. Charles E. Brewer, Professor of Chemistry and Dean of the College, gave two addresses before the Wilson County Sunday School Association, November 25th. On Decem-

ber 1st he made a Thanksgiving address at Princeton, N. C., and on December 28th he attended a meeting of the Board of Trustees of the National Orphans' Home of the Junior Order of the United American Mechanics at Tiffin, Ohio.

Dr. and Mrs. Hubert Poteat spent the holidays in New York City.

Mr. and Mrs. E. B. Earnshaw spent the holidays in New York City.

Dr. Charles E. Taylor, Professor of Philosophy, spent the holidays in New York City.

Miss Louise P. ^{Haims} ~~Heims~~, College Librarian, visited her home in Philadelphia during the Christmas holidays.

Prof. James L. Lake, of the Depaartment of Physics, underwent a minor surgical operation in Richmond during the holidays and visited his father and mother at Upperville, Va.

President Poteat, since the publication of the Autumn BULLETIN, has made addresses as indicated here: To the students and faculty of Guilford College, November 9; to the First Baptist Church, Danville, Va., morning and evening, November 10; to the General Association of Virginia, in Petersburg, on "The Call of the Kingdom," November 19; to the Department of Schools and Colleges of the State Teachers' Assembly, in Greensboro, on "The Denominational College and Citizenship," November 28; to the young men of the Second Baptist Church, Durham, on "The Factors of Victory," in the forenoon, and to the First Baptist Church, Durham, on "Christian Education," in the evening of January 12; to the Southern Baptist Education Association, Nashville, Tenn., on "College Entrance Requirements," January 24. He is a member of the North Caro-

lina Child Labor Committee, and assisted in formulating the bill which the committee presented to the Legislature of the present year.

Professor J. H. Highsmith, of the Education Department, on the 20th of October gave a lecture before the Baptist Young People's Union, Second Baptist Church, in Durham; on the 28th of November a paper on "Some College Problems," before the Department of Academies and Colleges of the State Teachers' Assembly; on December 8th an address on B. Y. P. U. work at the Rolesville Baptist Church; on January 9 and 10 three lectures at the Sunday School Institute in Durham; on January 19th two addresses at the Portsmouth Baptist Church, Portsmouth, Va. The Professor is warmly congratulated upon a Christmas addition to his family.

Among the Alumni

Mr. Isaac M. Meekins (Bachelor of Law, 1896) of Elizabeth City, made in the North and East during the late Presidential campaign a reputation as a brilliant speaker, which gratifies his friends. Among the cities where he spoke in the interest of the President may be named: Cleveland, Utica, Watertown, Worcester, Springfield, and Boston. The *Daily Times* of Watertown, Conn., said: "Mr. Meekins took his audience by storm. Never has a speaker of more pleasing presence addressed an audience in this city. He proved himself a deep student of this country's history." To his Boston audience he was introduced by the *Transcript* of November 1st by the report that at Cleveland on a recent rainy night the Colonel had spoken for an hour and three-quarters, and when he had finished the crowd demanded that he speak again. When he had finished the second time they passed a resolution to convert the meeting into an all-night session." The *Springfield Republican* said: "Colonel Meekins held his audience for more than an hour while he reviewed the history of the protective tariff. His address was a masterly resumé of the long history of the tariff, especially as it featured as a developer of the national credit and the country's prosperity." Since the close of the campaign Mr. Meekins has been invited back to Boston for two special addresses, one of which is to be delivered on the anniversary of the birth of Lincoln.

To Mr. Joseph John Freeman (B.A., 1852), of Cardinal, Va., belongs, according to present information, the distinction of being the oldest living graduate of Wake Forest College, since the death in 1911 of Dr. David R. Wallace,

of Texas. It will be remembered that Mr. Freeman visited the College a few years ago, meeting his classmate, Major J. H. Foote, here. He is now eighty-eight years of age, and with the exception of rheumatic troubles is in good health. He remembers the College with a genuine warmth of affection and watches its progress with interest.

Rev. Bruce Benton (M.A., 1896) has returned to North Carolina from Louisiana, where he has held the following important positions: Professor Latin and Greek, Keatchie College, 1896-'7; Pastor Mansfield, 1897-'8; pastor Baton Rouge, 1898-1903; editor *Baptist Chronicle*, 1903-'6; Professor Latin, Louisiana College, 1906-'12. Mr. Benton became pastor of the Baptist church at Rockingham, N. C., January, 1913.

Dr. Edward S. Alderman (B.A., 1883), after a five years' pastorate of the Fourth Avenue Baptist Church, Louisville, Ky., becomes pastor of the First Baptist Church, Spartanburg S. C. "A scholarly preacher and a joyous companion" says the *Baptist World*.

Of the four men added to the field force at work among Southern Baptists for the development of the churches and the quickening of the spirit of missions three are Wake Forest men, namely: Charles J. Thompson (B.L., 1889), Clarence D. Graves (B.A., 1892), and Archibald C. Cree (M.A., 1898). The first two are appointed by the Foreign Mission Board of Richmond, Va., the last by the Home Mission Board of Atlanta, Ga. The *Baptist and Reflector* of Nashville, Tenn., considers this fact "quite a tribute to the efficiency of Wake Forest, as well as a great honor to it."

Dr. Edgar E. Folk (M.A., 1877), since 1889 editor of the *Baptist and Reflector* of Nashville, Tenn., was elected President of the late Baptist State Convention of Tennessee. A

publication of that State says: "The Baptists of Tennessee delight to honor Dr. Folk. No man among us is more worthy, and none more greatly beloved. He made a fine presiding officer."

Judge Erastus B. Jones (B.S. 1877), of Winston-Salem, is naturally one of the leading members of the State Senate. The first action of that body in the direction of retrenchment in the expenditures of the State was proposed by him. Senator Jones began his legislative career in 1885, when he represented Alexander County in the House. In 1893 he was in the Senate from the district embracing Forsyth, Davidson, and Rowan counties. It will be remembered that he served with distinction as Superior Court Judge for six years.

Hon. Robert Bruce White (B.A., 1891), was married to Miss Grace Martin Ward on Wednesday, the fifteenth of January, 1913, at Franklinton, N. C.

Mr. Oscar W. Winburn (1892-'7) announces that his brother, Mr. Charles Winburn (B.A., 1896), an attorney formerly of New York City, has recently become associated with him in the practice of law in Los Angeles, Cal.

The following letter was received by President Poteat on November 18, 1912, from Prof. C. B. Williams (B.A., 1891) of Fort Worth, Texas:

The Wake Forest Club of Texas, in annual session at the State Convention at Fort Worth, sends greetings to our Alma Mater through her beloved President. Prof. J. L. Kesler was reëlected president and Prof. C. B. Williams was reëlected secretary-treasurer. The club informally discussed the unique spirit of Wake Forest men, deciding that this spirit is indefinable, but is imparted by the Alma Mater to her sons by virtue of four blending forces: First, by the splendid society spirit which prevails in Wake Forest; second, by the strong personality of the Faculty,

who live again in the sons of the college; third, the peculiar stock of the Anglo-Saxon race found in North Carolina; fourth, the peculiar atmosphere of retirement found in the village of Wake Forest.

Dr. Junius William Millard (M.A., 1892), died rather suddenly in Atlanta on December 9, 1912. The following memorandum is copied from the *Weekly Calendar* of the Ponce De Leon Avenue Baptist Church of that city, dated December 15, 1912, at which time a memorial service was held in his honor. It was written by Rev. Arthur Gordon, the pastor of that church.

None of the many friends of Dr. Millard feel themselves more deeply bereaved in his death than the members of Ponce de Leon Avenue Baptist Church, whom for more than four years he served as pastor. Dr. Millard came to them after a successful term of service in the great Eutaw Place Church of Baltimore. He found a splendid company of men and women who had undertaken the task of organizing a new church in the northern section of Atlanta. On becoming their leader he threw himself into this task with all the energy and enthusiasm of his rich nature. Immediately it became apparent that in Dr. Millard the people of Ponce de Leon Avenue Church had found a captain worthy of their unstinted loyalty. He showed himself a master of organization, an appealing preacher, a devoted and unfailing friend. The present pastor, as he goes about among the people whom Dr. Millard loved, meets with frequent and emphatic testimonies to the blessing which they received from the latter's ministry, the inspiration which he gave them to higher living, and the comfort and encouragement he brought in sorrow or distress.

But for the trying illness which overtook him, Dr. Millard would probably have continued his fruitful work in Ponce de Leon Avenue Church until this day. When ill health compelled him to resign, he carried with him the affection of his whole membership. All rejoiced when after a brief interim he felt himself able to resume the work of the ministry with the Jackson Hill Church, and hoped that years of usefulness on earth were still in store for him. But God willed otherwise. He fought a good fight. His courage and cheerfulness never failed. He died as he would

have wished to die, upon the field of battle, with his armor still upon him, and even in death he was victorious. Ponce de Leon Avenue Church, with all the other churches whom he served, rise up to call him blessed.

THE CHIEF EVENTS OF DR. MILLARD'S LIFE.

Born January 23, 1870, in Sampson County, North Carolina.

Joined First Baptist Church, Goldsboro, N. C., March 18, 1884.

Graduated, Wake Forest College, North Carolina, June, 1892.

Graduated, Southern Theological Seminary, Louisville, June, 1895.

Married Miss Mary Fannie Weakley, of Shelbyville, Ky., November 4, 1896.

Pastor of Baptist Church, Hendersonville, N. C., June, 1895-June, 1896.

Pastor of Eutaw Place Baptist Church, Baltimore, June, 1896-March, 1905.

Pastor of Ponce de Leon Avenue Baptist Church, Atlanta, March, 1905-October, 1909.

Pastor of Jackson Hill Baptist Church, Atlanta, January, 1912-December, 1912.

Record

The Charter of the College has been amended by the General Assembly now in session in conformity with the action of the late Baptist State Convention. The chief features of the amendment are the division of the Board of Trustees into groups which retire after specified periods, the choosing of men to fill vacancies by the Board, with the confirmation of the Convention, and the stipulation that men so appointed shall be members of Baptist churches coöperating with the Baptist State Convention.

On the evening of December 15th Rev. O. L. Stringfield, the Assistant Secretary of the North Carolina Anti-Saloon League, made a strong address in Memorial Hall.

Dr. Robt. Stuart MacArthur, Pastor Emeritus of Calvary Baptist Church, New York, delivered three of his world-famous lectures in Wingate Memorial Chapel during the first week of November. His subjects were: "America's Great Place Among the Nations," "The Empire of the Czar," "The Baptists: Their Principles, Their Progress, and Their Prospect."

The Board of Trustees of the College met in special session at the College Tuesday, January 21. Among other actions taken was the transfer to the Wake Forest Baptist Church of a plot of ground on the south side of the campus, 130 feet by 140 feet for the purposes of a church building, with the proviso that in case it should cease to be so used it reverts to the Trustees of the College. The plot lies on South street, east of the Alumni Building. The plans for the new church are in process of being completed by the architect, Mr. James M. McMichael, of Charlotte, and it is expected that work on the structure will begin in the spring.

The committee for the erection of the new Dormitory, of which Mr. Livingston Johnson is chairman, at a meeting in Raleigh on the 21st of December, 1912, elected Mr. Frank E. Perkins, of New York City, architect, and authorized him to make plans and specifications for the accommodation of sixty-five men on the lines of a tentative plan presented by him to the committee. So soon as the drawings and specifications are completed they will be submitted to contractors, and work on the building will begin at the earliest moment in expectation of finishing it by the opening in September, 1913.

Under the direction of Dr. Hubert Poteat, Professor of Latin, the Wake Forest Glee Club and Orchestra made successfully the following itinerary last November: Jonesboro, 27th; Charlotte, 28th; Morven, 29th, and Cheraw, S. C., 30th.

The spring term opened January 2d. The total enrollment of the fall 438, has been increased by 18 so far, and the total enrollment now stands at 456.

There are now in the country only thirty medical schools which require two years of college work for entrance upon the distinctively medical branches. In this honorable list of institutions standing for higher standards of medical training Wake Forest appears as the thirteenth in the order of time when this standard went into effect. In 1907, when Wake Forest announced its adoption, there were only nine universities and colleges in the list.

On the first Sunday evening of the new term the College Pastor, Mr. Walter N. Johnson, began a series of thoughtful and important addresses on "Education and Christian Democracy."

All the friends of the College will be interested to know that the Wake Forest Baptist Church voted December 11, 1912, to erect a house of worship. From its organization it has used the College Chapel. The building is to cost \$40,000, of which amount the local community is to supply \$15,000, and, in accordance with the action of the Baptist State Convention at Goldsboro, the churches of the State at large are to supply \$25,000. Committees are already at work upon plans, location, and funds.

Officers of the Y. M. C. A. for 1913 are as follows: E. P. Stillwell, President; D. M. Johnson, Vice-President; R. A. Norris, Secretary; M. D. Phillips Treasurer; O. W. Yates, Corresponding Secretary.

At Senior speaking on November 12, 1912, the speakers and their subjects were: J. L. Carrick, "A Man with a Purpose"; R. A. Marsh, "The Power of Public Opinion"; O. P. Campbell, "Poverty and Character"; W. T. Baucom, "The North Carolina Spirit"; T. C. Holland, "The Call of Democracy"; C. H. Robertson, "The Newspaper as an Educational Agency."

Announcements

The query selected for debate with Baylor University at Easter is, "Resolved that United States Senators should be elected by direct vote of the people." The query was proposed by Wake Forest, and Baylor has chosen the affirmative.

The first in a series of debates with Davidson will be held in Winston-Salem at Easter. The query proposed by Davidson is: "Resolved, that a more easy and expeditious way of amending the Constitution of the United States should be adopted." Wake Forest has chosen the negative. A preliminary contest for the selection of representatives for both debates will be held February 7.

The March issue of the *Wake Forest Student*, which will appear the first of the month, will be called "The Missionary Number," and contain articles by leading Baptists from all over the country. The price will be twenty-five cents. The booklet should be in the hands of every Baptist. Address the Business Manager.

Wake Forest will again be represented in the North Carolina Peace Oratorical Contest. It will be held in Raleigh, February 28th.

The program for Commencement is completed, and is as follows: May 21, 8:30 p. m., Baccalaureate Sermon, by Hugh Black, D.D., of New York City; May 22, 11 a. m., Literary Address, by Dr. Hugh Black; May 22, 8:30 p. m., Alumni Address, by Rev. J. W. Lynch, D.D., of Athens, Ga.; May 23, 11 a. m., Graduating Exercises and close of the session.

The distinguished editor of the *Independent* of New York City, Dr. Hamilton Holt, will give two lectures in the College during the month of March. One of his subjects will be "The Federation of the World," and the other "Japan Today."

NEW SERIES

APRIL, 1913

VOL. VIII, No. 1

BULLETIN
OF
WAKE FOREST COLLEGE



CATALOGUE
SEVENTY-EIGHTH SESSION
1912-13

Published quarterly by the Trustees of Wake Forest College

Entered at Wake Forest, N. C., as second-class matter, under
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1913

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Schedule of Examinations

Fall Term

The last two recitation periods of each class in the Fall Term will be devoted to tests on the work of the entire term.

Spring Term

May 14-20

9 a. m.—12 m.

May 14

2—5 p. m.

Biology 1.

French 1.

Latin 1 (3d hr. sect.).

Mathematics 1 (3 hr. sect.).

Mathematics 2.

Greek 2.

Surveying 2.

Greek 0.

Surveying 1.

German 2.

History 2.

Biology 2 and 3.

May 15

German 0.

Latin 0.

Mathematics 0.

Political Economy 1.

German 1.

Bible 5.

Greek 0.

French 0.

Chemistry 2.

Sociology.

Latin 3.

Bible 4.

Biology 4.

Philosophy 2.

May 16

Chemistry 1.

History 1 (4th hr. sect.).

Physics 1 (4th hr. sect.).

Philosophy 1.

Latin 2.

English 4a.

English 4b.

Mathematics 1 (5th hr. sect.)

Political Economy 2.

Education 4.

English 1a.

May 18

Astronomy.

Government.

Physics 1 (2d hr. sect.).

Mathematics 1 (2d hr. sect.).

Spanish 1.

English 2.

French 2.

Bible 2.

Latin 4.

Education 5.

May 19

English 1 (6th hr. sect.).

Latin 1 (6th hr. sect.).

Latin 0b.

Bible 1.

Education 1.

Bible 3.

Greek 3.

Biology 5.

May 20

English 1 (5th hr. sect.).

History 1 (5th hr. sect.).

Education 6.

English 6.

Education 3.

English 5.

College Calendar

For Session 1913-14

September 2—Beginning of the Session.

September 13—Applications for degrees submitted.

October 1—Last day for settlement of Tuition Fee for Fall Term.

October 3—Subjects of Senior and Junior Theses submitted.

October 10—Senior Speaking.

October 25—Removal of entrance conditions.

November 27—Thanksgiving Day.

December 15-19—Term Tests.

December 19-29—Christmas Holidays.

December 30—Beginning of Spring Term.

February 1—Last day for settlement of Tuition Fee for Spring Term.

February 13—Anniversary Celebration of Literary Societies.

March 6—Senior Speaking.

March 14—Examination for removal of conditions by applicants for degrees.

March 21—Removal of entrance conditions.

April 4—Last examination for removal of conditions by applicants for degrees.

Easter Monday—Holiday.

May 1—Senior and Junior Theses submitted.

May 11-20—Spring Term Examinations.

May 20—Wednesday, 3 p. m., Annual Meeting of the Board of Trustees. 8:30 p. m., Baccalaureate Sermon.

May 21—Thursday, 11 a. m., Annual Literary Address. 8:30 p. m., Address before the Alumni.

May 22—Friday, 11 a. m. Commencement Day. Addresses by representatives of the Graduating Class and Closing Exercises of the Session.

History

Origin

During the first quarters of the 19th century there were few schools in North Carolina. The State University was the only institution of higher learning. The efforts to organize a public school system had proved futile. During this period there came into North Carolina several well trained young Baptist ministers, among whom were Samuel Wait, Thomas Meredith, and John Armstrong. They found the Baptists of the State numerous but without organization or educated leadership. Under the influence of these men was organized in 1830 the Baptist State Convention, one of whose chief purposes was the training of young men "called to the ministry." There was no school under Baptist control to which such young men could be sent. There were in the State, however, schools taught by Baptists. These young men were sent to them, and their expenses were borne partly by the Convention. The need of a Baptist school was urgent. At the second annual session of the Convention, in 1832, a committee was appointed to plan such a school.

Wake Forest Institute

This committee purchased the farm of Dr. Calvin Jones, seventeen miles north of Raleigh. It contained 615 acres and cost the sum of \$2,500. Manual labor schools were popular at that time. The Baptists of Virginia, South Carolina, and Georgia were adopting the system. The Convention committee thought that the system would suit the needs of North Carolina, and upon their application the Legislature of 1833 grudgingly granted a meager charter for a manual labor and classical school under the name of "the Wake Forest Institute." Samuel Wait was chosen Principal. The Convention placed the entire management of the

property in the hands of a self-perpetuating Board of Trustees. On February 3, 1834, Principal Wait opened the Institute with sixteen students. For several years the only buildings were those of the farm. For the first year Principal Wait was the only teacher. Others were added as the institution grew. For five years the manual labor feature was continued, but without success. The number of students, however, increased rapidly for two years, reaching 143, and then fell off to 41. In 1838 the manual labor feature was abolished and the Institute was rechartered as Wake Forest College.

Beginning of the College

The equipment of the farm, the erection of a proper building, and the annual deficit made a debt that hampered the institution for its first fifteen years. The period 1837-1839 was one of financial panic. Subscriptions were not paid, patronage diminished, and the debt increased. The educational spirit was not strong enough to remove these obstacles. The Trustees, desiring none to be turned away, maintained a faculty of men well trained in the universities of the North, and continued to hope for better days. President Wait spent much of his time in the field endeavoring to collect funds to meet obligations. Money was borrowed from the Literary Fund of the State, but soon all these obligations became due. In 1849, through the efforts of James S. Purefoy, William Crenshaw, George W. Thompson, and a few other devoted friends of the College, the incubus of an increasing debt of \$20,000 was removed. Many years were yet to follow before the income would be sufficient to meet the expenses of the institution.

Faculty

The early Faculty was composed of New England men. Most of them had been graduated from Brown University

while Dr. Francis Wayland was President. These men brought high ideals of scholarship and character. Others of the Faculty were graduates of Columbian College, Washington City. Even the Wake Forest Institute had a Faculty composed of graduates. Upon the resignation of President Wait, in 1845, he was succeeded by Dr. William Hooper, one of the most scholarly men in the South. Later the University of North Carolina and Wake Forest Institute contributed to the teaching force. In more recent years Johns Hopkins University, the University of Chicago, Cornell University, the University of Virginia, Columbia University and Harvard University have furnished teachers. The Faculty now consists of nineteen professors, three associate professors, six instructors, and twelve assistants, aggregating forty men in the various departments of instruction.

Administration

Samuel Wait, 1834-1845.—Samuel Wait was the only Principal of the Institute and the first President of the College. His administration covers the initial period from February, 1834, to June, 1845. His zeal and industry were untiring. It was necessary to whitewash slave cabins and use them for dormitories. Beneficent institutions were not yet popular in the State. A division in the denomination on these questions was about to take place. There was no trained ministry to uphold his hands. The manual labor idea was an experiment in the South, and the experiment had failed. There were no loyal alumni as yet to rally to the support of the institution. President Wait's influence was strong among the most enlightened and progressive, but these were few. There were not a few Baptists who declined to patronize the institution. The growing debt suggested ultimate failure of the enterprise. In 1836 the enrollment reached 143, but in 1843 it had dropped to 41. In January,

1844, President Wait resigned, but his resignation was not accepted. In 1845 he resigned again, and his resignation was accepted to take effect in June, 1845. He was at once elected President of the Board of Trustees, which position he held for twenty-one years. He loved the College with a tender devotion, as is shown by his letter of resignation.

William Hooper, 1845-1849.—President Wait's successor was Dr. William Hooper, the grandson of William Hooper, signer of the Declaration of Independence, a graduate of the University of North Carolina, and a student of theology at Princeton. In 1845 he was teaching in South Carolina. The Trustees had long been anxious to have him in the College. He had taken great interest in building up the institution, and was elected the first president of the Board of Trustees. He had also been elected Professor of Moral Philosophy in 1834, but had declined. Now when the presidency was tendered him he accepted. To this position he brought polished scholarship and fine rhetorical powers, but these were not the needs at this critical juncture. What was most needed was a financier, for financial embarrassments were crippling the institution. Dr. Hooper became despondent and resigned at the end of 1848.

John B. White, 1849 - 1853.—Dr. Hooper was succeeded by John B. White, Professor of Mathematics and Natural Philosophy. Professor White had been with the institution for eleven years. He had been graduated from Brown, and studied law, had taught in the schools of New England, and in 1838 came to Wake Forest. President White administered the internal affairs of the institution. The finances of the College were largely entrusted to James S. Purefoy. The debt had now become acutely embarrassing—especially to men who, like William Crenshaw and James S. Purefoy, had assumed the responsibility for its

payment. It was during White's administration that relief was obtained. In 1853 President White resigned and returned to Illinois, where he took charge of an institution for girls.

Washington Manly Wingate, 1854-1879.—After the Trustees had failed to secure the services of several men elected, they chose Washington Manly Wingate, President. This administration was a long one, extending to 1879, when President Wingate died. The threefold object of this administration was the raising of endowment, the abolition of the preparatory department, and the establishment of scholarships. The war interrupted these plans. The personality of the President and his gifts as preacher and man won many active friends for the College. He was the first to bring the College home to the people and place it on their hearts. He traveled and spoke much, and at the time of his death the future was hopeful. Strong men had been brought into the Faculty, but the expansion was greater than was warranted by income. It was during this administration that Wake Forest began really to be generally felt in the life of the Baptist denomination. The spirit of the President provoked no opposition; students felt the power of his personality, and its influence extended throughout the entire denomination.

Thomas Henderson Pritchard, 1879-1882.—Dr. Thomas H. Pritchard was President Wingate's successor. This administration was brief, ending in 1882. President Pritchard determined to increase the patronage of the institution, and this he did by speaking in nearly every county in the State. He found the enrollment 117, but he left it 169. Dr. Pritchard's short administration did much to popularize the cause of general education in North Carolina.

Charles E. Taylor, 1884-1905.—For the two years next following Dr. Pritchard's resignation the administrative duties of the College were discharged by Professor William B. Royall, of the chair of Greek. In 1884, Charles E. Taylor, Professor of Latin, was chosen President. His work as agent for the endowment and his scholarly attainments had already been felt in the institution. His administration extended from 1884 to 1905. It was probably the most notable administration in the history of the College. The work done is destined to be permanent and far-reaching. President Taylor came to Wake Forest in 1870 as an assistant in Latin and German; in 1871 he was made Professor of Latin, and in 1884 Professor of Moral Philosophy and History. He found the College with a meager endowment of \$40,000; when he left the Presidency the endowment was more than \$210,000. The strong feature of his plans for endowment was the policy to secure cash rather than notes and subscriptions. He became President of the Faculty of six professors and one tutor. In 1905 the faculty numbered seventeen professors and six assistants. The enrollment increased from 161 to 328. The equipment, also, was greatly improved. The Lea Laboratory and the Gymnasium were erected, the Alumni Building was projected and the other buildings were remodeled and improved. The campus was beautified, passing from an old field of gullies and pines into a park. In accepting the Presidency, Dr. Taylor had declared that he "might not make Wake Forest a large institution, but he hoped to make it a good one." How well he succeeded the loyalty of the alumni and friends speaks in strong terms.

William Louis Poteat, 1905.—Dr. Taylor resigned the presidency in 1905, and Dr. William Louis Poteat, of the chair of Biology, was elected to succeed him. This administration is, accordingly, in its eighth year.

Endowment

During the first fifteen years of its history the College had no endowment. In 1849 the first money was given for this purpose. Mr. Barclay Powers, of Warren County, gave James S. Purefoy ten dollars for endowment. In 1852 the trustees resolved to raise fifty thousand dollars. In October of that year W. M. Wingate, of the class of 1849, was elected agent. In two years he raised thirty-seven thousand dollars in subscriptions. By 1854 there were forty-two thousand dollars in subscriptions, with ten thousand dollars in legacies for Ministerial Education. These legacies were made by Rev. Wm. H. Merritt, of Orange County, William Warren, of Person, and John Blount, of Edenton. On some of them very little was ever realized. The affairs of the College were now in a hopeful condition, but it was realized that the method of raising endowment by the sale of perpetual scholarships did not materially improve the condition of the institution. In 1856 the Board of Trustees met in Raleigh with the Baptist State Convention and resolved to raise fifty thousand dollars of unencumbered endowment. A committee was appointed, consisting of James S. Purefoy, J. J. James, W. M. Wingate, and John Mitchell. The plans of the committee were adopted by the Board of Trustees, and when the Convention reassembled President Wingate introduced the following resolution: "Resolved, that we have heard with pleasure the plan proposed by the Board of Trustees of Wake Forest College to raise an unencumbered fund of fifty thousand dollars for the endowment of Wake Forest College." A feeling of deep and solemn interest and anxiety pervaded the entire body, as well as the crowd of spectators in the galleries of Commons Hall. As the last speaker closed, C. W. Skinner, a charter member of the Board of Trustees of 1833, subscribed five thousand dollars; R. Felton five thousand; C. Wooten,

C. D. Ellis, and President Wingate, a thousand each. More than twenty-five thousand dollars were subscribed in a few minutes. No more thrilling meeting was ever held in North Carolina. An old record reads: "And surely none who witnessed it can ever forget, or cease to thank God that they were permitted to witness it." Within a year John Mitchell, the general agent of the Board, was able to report that the entire amount proposed had been subscribed. In June, 1860, there had been collected and invested forty thousand and five hundred dollars. Many subscriptions had never been paid, while others were paid later in Confederate money. With the downfall of the Confederacy went a large part of the invested funds. Out of the wreck eleven thousand and seven hundred dollars were saved, largely through the financial judgment of the treasurer, James S. Purefoy. In 1875, through the work of various agents, the invested funds amounted to twenty-five thousand six hundred and thirteen dollars and fifty-nine cents. In 1876, Professor Charles E. Taylor collected in the State about \$10,000, while Mr. James S. Purefoy traveled in the North and collected \$8,949.72. By 1880 the endowment had again reached forty-six thousand dollars, as in 1861.

In November, 1882, Professor Charles E. Taylor undertook to raise the endowment to one hundred thousand dollars. Pledges were taken on the condition that they should be null and void unless the entire amount was secured in cash by January 1, 1884. On the night of December 31, 1883, the Treasurer had in hand an endowment of one hundred thousand dollars. The largest contributor to this fund was Mr. James A. Bostwick, of New York, who gave ten thousand dollars. December 31st was a notable day. All day and far into the night came letters, checks, telegrams, and subscriptions, but the required amount in cash was not in hand. At 10 o'clock Professor Taylor, W. H. Pace,

W. G. Simmons, and James S. Purefoy decided that the cash condition had not been met. They thereupon pledged their own real estate by mortgage for the payment of the \$5,000 subscribed but not yet paid in. In this way the \$100,000 were secured.

In 1885 Mr. Bostwick created the Bostwick Loan Fund for indigent young men by a gift of \$12,000. In 1886 Mr. Bostwick made a gift of \$50,000. These donations were secured through Professor Taylor, who had then become President. By May, 1890, the total investments amounted to \$174,562.65. In this year it was determined to increase this fund so that the College might meet its growing needs. Mr. Bostwick generously agreed to add one-half to whatever amount, up to \$50,000, should be raised by March 1, 1891. President Taylor took the field and secured \$26,000. In this way nearly \$40,000 were added to the endowment.

At the Baptist State Convention held in Greensboro, December 1906, the movement to add \$150,000 to the endowment was formally launched. Professor J. B. Carlyle, of the chair of Latin, accepted at the hands of the Trustees the field agency to secure this fund. The first year completed the subscription of the whole amount and added in cash \$21,832.34 to the endowment. On the 31st of December, 1910, the limit for collections on this fund, a total of \$117,798.56 had been secured. Of this amount the General Education Board, in accordance with its original proposition made to President Poteat, contributed one-fourth, or \$29,449.64. The total endowment of the College at the last annual report of the Treasurer, May 1, 1912, was \$455,069.30. The College property, exclusive of endowment, is valued at \$188,925.

Buildings

Dormitory.—The first college building was completed in 1838,—a large, plain structure, costing \$14,000. When erected it was doubtless the best school building in North

Carolina. For fifty years it was the only building and served all the purposes of the College. In its original form the north and south wings contained each twenty-four bed rooms, the central portion contained the Chapel, the lecture rooms, and the Society Halls.

In 1900 the central part was completely remodeled and refitted. It now contains the administration offices and lecture rooms for the Schools of Latin, Political Science, Education, and the Bible.

Library Building.—In 1878 through the munificence of Col. J. M. Heck and Mr. John G. Williams, both of Raleigh, the present Library Building was erected. The center and the lower floor of one wing are used for library and reading room. The reading room was originally equipped through the generosity of Judge Charles M. Cooke, of Louisburg. The wings contain the Halls of the Euzelian and Philomathesian Literary Societies, and the lecture room and library of the School of Law.

Wingate Memorial Hall.—On the death of President W. M. Wingate, in 1879, his friends and former pupils wished to show their appreciation of his distinguished service, and deemed a memorial building a fitting monument. This building, erected with this end in view, contains the Auditorium, Leigh Hall (small chapel), the lecture rooms of the Schools of Greek and Modern Languages, and the lecture room and laboratory of the School of Physics. The subscriptions for the erection of this building were secured by President Taylor and Rev. James S. Purefoy.

Lea Laboratory.—In 1888 the erection of a Chemical Laboratory was made possible largely through the liberality of Mr. and Mrs. Sidney S. Lea, of Caswell County. This building, containing a lecture room, private laboratory, dispensing room, specimen room, three class laboratories, and

storage room, is devoted wholly to chemistry. On its roof stands the College Observatory, in which is mounted a \$1,000 telescope.

Gymnasium.—In 1900 the Trustees ordered the erection of a Gymnasium at a cost of \$12,000. The ground floor contains bathrooms, toilets, and storage rooms; the main floor contains offices, and a room eighty by fifty feet, equipped with modern apparatus. The equipment is renewed and increased year by year.

Alumni Building.—This building, completed in 1906, is equipped for the Schools of Biology and Medicine. It is three stories in height, well lighted and arranged for laboratories and lecture rooms. The funds for its erection were secured from the alumni of the College through the agency of Professor J. B. Carlyle.

Hospital.—This building, erected in 1906, contains two wards, an operating room, a dining room, a kitchen, seven private rooms, with verandas on two sides, above and below. Subject to the needs of the student body, outside patients are received at reasonable rates.

Location

The location of the College, seventeen miles from Raleigh, in a gently rolling and healthful country, is fortunate. Six passenger trains of the Seaboard Air Line stop daily at the College. There are six mails daily. There is long-distance telephone connection, and the express and telegraph offices are near the College buildings. The town of Wake Forest and the surrounding neighborhood are as free from bad influences as any in the country. The proximity of the College to the capital of the State affords many of the advantages, without the distractions and moral dangers, of city life.

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* Died September 7, 1912.

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W. N. JONES, Raleigh, *Attorney.*

N. B. BROUGHTON, Raleigh, *Auditor of Treasurer's Accounts.*

R. E. ROYALL, *Auditor of Bursar's Accounts.*

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W. S. RANKIN.

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A. D. WARD.

E. W. TIMBERLAKE.

N. B. BROUGHTON.

Faculty

WILLIAM L. POTEAT, M.A., LL.D., President,

Professor of Biology.

B.A., Wake Forest College, 1877; M.A., 1889; Graduate Student University of Berlin, 1888; Graduate Student, Woods Holl Biological Laboratory, 1893; Professor of Biology, Wake Forest College, 1883; LL.D., Baylor University, 1905; LL.D., University of North Carolina, 1906; President Wake Forest College, 1905.

CHARLES E. TAYLOR, B.Litt., D.D., LL.D.,

Professor of Philosophy.

B.Litt., University of Virginia, 1870; D.D., Richmond College, 1885; LL.D., Mercer University, 1904; Professor of Latin, Wake Forest College, 1870-1883; President, *ibid.*, 1883-1905; Professor Moral Philosophy, *ibid.*, 1884.

WILLIAM B. ROYALL, M.A., D.D., LL.D.,

Professor of Greek Language and Literature.

B.A., Wake Forest College, 1861; M.A., 1866; D.D., Judson College, 1887; LL.D., Furman University, 1907; Assistant Professor, Wake Forest College, 1866-1870; Professor of Greek, *ibid.*, 1870.

LUTHER R. MILLS, M.A.,

Professor Emeritus of Pure Mathematics.

M.A., Wake Forest College, 1861; Assistant Professor of Mathematics, *ibid.*, 1867-1869; Professor of Mathematics, *ibid.*, 1870; Bursar, *ibid.*, 1876-1906.

BENJAMIN SLEDD, M.A., Litt.D.,

Professor of English Language and Literature.

M.A., Washington and Lee University, 1886; Litt.D., *ibid.*, 1906; Graduate Student, Teutonic Languages, Johns Hopkins University, 1886-1887; Headmaster of Languages, Charlotte Hall School, Md., 1887-1888; Professor of Modern Languages, Wake Forest College, 1888-1894; Professor of English, *ibid.*, 1894.

CHARLES E. BREWER, M.A., Ph.D., Dean of the College,

Professor of Chemistry.

M.A., Wake Forest College, 1886; Graduate Student of Chemistry, Johns Hopkins University, 1887-1888; Ph.D., Cornell University, 1900; Professor of Chemistry, Wake Forest College, 1889; Dean of the College, 1912.

JOHN F. LANNEAU, M.A.,

Professor of Applied Mathematics and Astronomy.

Graduate South Carolina Military Academy, 1856; M.A., Baylor University, 1869; Professor of Mathematics and Astronomy, Furman University, 1866-1868; Professor of Mathematics, William Jewell College, 1868; Professor of Physics and Applied Mathematics, Wake Forest College, 1890; Professor of Applied Mathematics and Astronomy, *ibid.*, 1899.

NEEDHAM Y. GULLEY, M.A.,

Professor of Law.

M.A., Wake Forest College, 1879; Member State Legislature, 1885; Member of N. C. Code Commission, 1903-1906; Professor of Law, Wake Forest College, 1894.

J. HENDREN GORRELL, M.A., Ph.D.,

Professor of Modern Languages.

M.A., Washington and Lee University, 1890; Assistant Professor, *ibid.*, 1890-1891; Ph.D., Johns Hopkins University, 1894; Professor Modern Languages, Wake Forest College, 1894.

WILLIS R. CULLOM, M.A., Th.D.,

Professor of the Bible.

M.A., Wake Forest College, 1892; Assistant Professor Southern Baptist Theological Seminary, 1893-1896; Th.D., *ibid.*, 1903; Professor of the Bible, Wake Forest College, 1896.

E. WALTER SIKES, M.A., Ph.D.,

Professor of Political Science.

M.A., Wake Forest College, 1891; Director of Gymnasium, 1891-1893; Ph.D., Johns Hopkins University, 1897; Member of the North Carolina Senate, 1911; Professor of Political Science, Wake Forest College, 1898.

JAMES L. LAKE, M.A.,

Professor of Physics.

M.A., Richmond College, 1882; Graduate Student in Mathematics, Johns Hopkins University, 1890-1893; Professor of Natural Science, Bethel College, 1893-1896; Fellow in Physics, University of Chicago, 1896-1898; Professor of Mathematics and Physics, Ursinus College, 1898-1899; Professor of Physics, Wake Forest College, 1899.

J. HENRY HIGHSMITH, M.A.,

Professor of Education.

A.B., Trinity College, Durham, N. C., 1900; A.M., 1902; Principal Grammar School, Durham, N. C., 1901-1904; Graduate Scholar, Teachers College, Columbia University, 1904-1906; Professor of Philosophy and Bible, Baptist University for Women, Raleigh, N. C., 1906-1907; Professor of Education, Wake Forest College, 1907.

EDGAR W. TIMBERLAKE, B.A., LL.B.,

Professor of Law.

B.A., Wake Forest College, 1901; Professor of English and Greek, Oak Ridge Institute, 1901-1903; LL.B., University of Virginia, 1905; Associate Professor of Law, Wake Forest College, 1906; Professor of Law, Wake Forest College, 1909.

JOHN BREWER POWERS, M.A., M.D.,

Professor of Bacteriology and Pathology.

B.A., Wake Forest College, 1901; M.A., *ibid.*, 1903; M.D., Columbia University, 1907; Practicing Physician, Wake Forest, N. C., 1907; Resident Physician, Bellevue Hospital, N. Y., 1908-1909; Professor of Bacteriology and Pathology, Wake Forest College, 1909.

WILLIAM TURNER CARSTARPHEN, B.A., M.D.,

Professor of Physiology.

B.A., Wake Forest College, 1897; M.D., Jefferson Medical College, 1904; Graduate Student, *ibid.*, 1910; Professor of Physiology, Wake Forest College, 1910.

GEORGE W. PASCHAL, B.A., Ph.D.,

Professor of Latin and Greek.

B.A., Wake Forest College, 1892; Graduate Student University of Chicago, 1893-1896; Fellow in Greek, *ibid.*, 1899-1900; Ph.D., *ibid.*, 1900; Associate Professor of Latin and Greek, Wake Forest College, 1906-1911; Professor of Latin and Greek, *ibid.*, 1911.

HUBERT MCNEILL POTEAT, M.A., Ph.D.,

Professor of Latin Language and Literature.

B.A., Wake Forest College, 1906; M.A., *ibid.*, 1908; Instructor in Latin, *ibid.*, 1905-1908; Drisler Fellow in Classical Philology, Columbia University, 1908-1910; Master in Latin, The Hotchkiss School, 1910-1912; Ph.D., Columbia University, 1912; Professor of Latin, Wake Forest College, 1911 (with one year's leave of absence).

EDWARD S. RUTH, M.D.,

Professor of Anatomy.

M.D., University of Kansas, 1910; Interne St. Margaret Hospital and Bell Memorial Hospital, 1910; Research Fellow in Surgical Department of Rockefeller Institute of Medical Research, 1910-'11; Instructor in Anatomy in the Bellevue Hospital Medical College, 1912; Member American Association of Anatomists; Professor of Anatomy, Wake Forest College, 1912.

HUBERT A. JONES, M.A., LL.B.,

Associate Professor of Mathematics.

B.A., Wake Forest College, 1908; M.A., *ibid.*, LL.B., *ibid.*, 1909; Graduate Student, University of Chicago, 1910-1911; Instructor in Mathematics, Wake Forest College, 1908-1911; Associate Professor of Mathematics, *ibid.*, 1911.

JAY BROADUS HUBBELL, M.A.,

Associate Professor of English Language.

B.A., Richmond College, 1905; M.A., Harvard University, 1908; Graduate Scholar Columbia University, 1910-1911; Instructor in Latin and Greek, Bethel College, 1905-1906; Instructor in English, University of North Carolina, 1908-1909; Teacher of English and Public Speaking, High School, Columbus, Ga.; Associate Professor of English Language, Wake Forest College, 1911.

J. RICHARD CROZIER,

Director of Physical Culture.

Director of Physical Culture, Wake Forest College, 1904; Student Physical Culture, Summer Term, Harvard University, 1911.

ELLIOTT B. EARNSHAW, M.A.,

Bursar and Secretary, Superintendent of College Hospital.

B.A., Wake Forest College, 1906; M.A., *ibid.*, 1908; Instructor in Mathematics and Acting Bursar, Wake Forest College, 1906-1907; Bursar and Secretary, *ibid.*, 1907; Superintendent of College Hospital, *ibid.*, 1911.

LOUISE P. HEIMS,

Librarian.

Graduate of Chelton Hills School, 1906; Assistant, Drexel Institute Library, 1906-1910; Special Student, University of Pennsylvania, 1910; Graduate, Drexel Institute Library Department, 1911; Assistant in Library of University of Pennsylvania, 1910-1911; Librarian, Wake Forest College, 1911.

JUDSON D. IVES, M.A.,

Instructor in Biology.

B.A., Wake Forest College, 1905; M.A., *ibid.*, 1906; Assistant in Biology, *ibid.*, 1904; Instructor in Biology, *ibid.*, 1906; Graduate Student, University of Chicago, 1908; Graduate Student, Marine Biological Laboratory, Woods Holl, 1909; Investigator Beaufort Laboratory, 1910, 1911.

ELIAS D. JOHNSON,

Instructor in Chemistry.

CLYDE E. RODWELL,

Instructor in Chemistry.

ROY A. MARSH,

Instructor in Latin.

ROY J. HART,

Instructor in German.

JOHN W. VANN,

Instructor in German.

CHARLES A. FARRELL,

Assistant in English.

HENRY B. CONRAD, B.A.,

Assistant in English.

LOWELL Q. HAYNES, B.A.,

Assistant in Biology.

BERNARD F. MCLEOD,

Assistant in History.

WILLIAM A. YOUNG,

Assistant in Political Economy.

DURWOOD F. MAYBERRY,

Assistant in Government.

MATTHEW D. PHILLIPS, JR.,

Assistant in Applied Mathematics.

FLOYD C. SHUGART,

Assistant in Histology.

EDGAR W. LANE,

Assistant in Physiology.

PRESTON A. MCLENDON,

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OSCAR W. SAWYER,

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Bursar EARNSHAW, and Professors GORRELL and LANNEAU.

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Professors GORRELL, LAKE, BREWER, POWERS, TAYLOR, CROZIER, and Bursar EARNSHAW.

Entrance Requirements—

Professors PASCHAL, HIGHSMITH, HUBBELL, and JONES.

Examinations—

Professors HIGHSMITH, GULLEY, and LANNEAU.

Executive—

Professors BREWER, GULLEY, and SIKES.

Lectures—

Professors CULLOM, HIGHSMITH, and H. McN. POTEAT.

Library—

Professors PASCHAL, LAKE, and SIKES.

Publication—

Professors SLEDD, TIMBERLAKE, and HUBBELL.

Catalogue of Students

Graduate

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Beam, Gaither McIntyre, B.A. (Wake Forest)...	<i>Person</i>	5
Beam, Hugh Martin, B.A. (Wake Forest).....	<i>Person</i>	5
Bernard, Arthur Calhoun, LL.B. (Wake Forest).	<i>Wake</i>	3
Best, John J., B.A. (Wake Forest).....	<i>Duplin</i>	5
Blanton, Roy Russell, B.A. (Wake Forest).....	<i>Rutherford</i>	5
Bruce, Abner Burton, LL.B. (Georgetown)....	<i>Cumberland</i>	1
Cabanis, Joe Turner, B.A., M.A. (Wake Forest).	<i>Cleveland</i>	6
Carroll, James Grover, B.A. (Wake Forest)....	<i>Sampson</i>	4
Cline, James Sylvester, LL.B. (Wake Forest)...	<i>Cleveland</i>	4
Conrad, Henry Brown, B.A. (Wake Forest)....	<i>Forsyth</i>	5
Eddinger, William Lee, B.A. (Wake Forest)....	<i>Davidson</i>	5
Feezor, Peter Lee, LL.B. (Wake Forest).....	<i>Davidson</i>	4
Garrison, Sidney Clarence, B.A. (Wake Forest).	<i>Lincoln</i>	4
Green, Philip Palmer, B.S. (Wake Forest)....	<i>Davidson</i>	5
Harrill, Ector Augustus, B.A. (Wake Forest)...	<i>Cleveland</i>	5
Haynes, Lowell Quinton, B.A. (Wake Forest)...	<i>Haywood</i>	4
Howard, Claudius Cooper, B.A. (Wake Forest).	<i>Cumberland</i>	5
Hubbell, Paul Edgar, B.A. (Richmond).....	<i>Surry</i>	2
Johnson, James Talbot, LL.B. (Wake Forest)..	<i>Moore</i>	2
Miller, Hudson Colquhoun, B.A. (Mercer).....	<i>Mecklenburg</i>	1
Moss, Joseph Mack, LL.B. (Wake Forest).....	<i>Nash</i>	4
O'Brian, Leland Roy, B.A. (Wake Forest).....	<i>Wake</i>	6
Rodwell, Graham Myrick, B.A. (Wake Forest).	<i>Warren</i>	4
Royall, James, B.A. (Wake Forest).....	<i>Wake</i>	5
Scarlett, Ernest Hugh, M.D. (Richmond).....	<i>Durham</i>	1
Stewart, Henry George, LL.B. (Tulane).....	<i>Mecklenburg</i>	1
Walker, Richard Earl, B.A. (Wake Forest)....	<i>Rowan</i>	4
Watkins, George Thomas, Jr., B.A. (W. Forest).	<i>Wayne</i>	5

Total number graduate students, 28.

Undergraduate

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Abernethy, John Allison.....	Mecklenburg	1
Adams, Calvin Monroe.....	Iredell	1
Alderman, James Biggs.....	Chowan	2
Allen, Connor Middleton.....	Lenoir	1
Allen, Junius LeRoy.....	Wake	3
Allen, Tracy Napier.....	Marlboro, S. C.....	2
Allen, W. Merritt.....	Dillon, S. C.....	1
Andrews, James Edward.....	Washington	2
Apperson, George Marshall.....	Forsyth	2
Arledge, Allen Yates.....	Polk	2
Arnette, David Wesley.....	Moore	4
Ashcraft, Frank Bickett, Jr.....	Union	1
Avera, Tom Arrington.....	Nash	2
Averitte, Durham C.....	Bladen	1
Bailey, Garrett DeWitt.....	Yancey	2
Ballard, Arthur Starney.....	Lincoln	2
Bare, Albert T.....	Ashe	1
Barry, William N.....	Alachua, Fla.	1
Baucom, William Troy.....	Union	4
Bazemore, Gamey	Bertie	1
Beal, Jack	Nash	1
Bennette, Ivan Loveridge	Brunswick	1
Benton, Randolph	Wake	4
Billings, Gilbert M.....	Wake	2
Bingham, John Houston.....	Watauga	1
Bingham, Thomas Edgar.....	Watauga	1
Bird, Lawrence Albert.....	Wayne	1
Blackman, Lonnie Elwood.....	Wayne	1
Blackman, Norman Dixie.....	Wayne	2
Blackmon, S. Jackson.....	Lancaster, S. C.....	1
Blanchard, Edwin Pritchard.....	Duplin	1
Bobbitt, Fred Anthony.....	Warren	2
Bobbitt, J. Ernest.....	Warren	1
Booe, John Grady.....	Davie	1
Bost, Berry Buford.....	Mecklenburg	1
Bowen, I. Seavy.....	Pender	2

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Brassfield, Leon Simpson.....	Wake	2
Bray, Thomas Latham.....	Perquimans	3
Bridges, William Arthur.....	Robeson	5
Bristow, Charles Oliver.....	Marlboro, S. C.....	2
Britton, Thomas C., Jr.....	Bertie	2
Broughton, Cecil C.....	Wake	4
Broughton, Joseph Henry.....	Wake	1
Brown, Junius Calvin.....	Wake	4
Brown, Robert Lonnie.....	Robeson	2
Bruner, James Willis.....	Hertford	1
Bryan, Hermon Wall.....	Halifax	1
Bryant, Hampton G.....	Union	1
Bryant, John Wilborn.....	Yadkin	1
Burleson, William Spurgeon.....	Buncombe	1
Byrd, Connie Earl.....	Chatham	1
Camp, James L., Jr.....	Southampton, Va. ...	2
Campbell, Oscar Pierce.....	Iredell	4
Campbell, Robert Clifford.....	Rutherfordton	2
Canady, John David.....	Cumberland	1
Cannady, Samuel Clyde.....	Granville	2
Carlton, Astor Lee.....	Duplin	2
Carpenter, Commie Jackson.....	Wake	3
Carpenter, Levy Leonidas.....	Wake	4
Carrick, Carey Walton.....	Guilford	2
Carrick, John Lee.....	Davidson	4
Carroll, Fountain Williams.....	Pitt	1
Carter, Annie Gray.....	Davie	1
Carter, Davis J.....	Forsyth	2
Carter, Junia Franklin.....	Davie	2
Carter, Paul Conway.....	Wake	3
Carter, Rupert F.....	Wake	1
Carter, Thomas Leslie.....	Gates	2
Cashwell, Claude C.....	New Hanover	1
Casteen, Kenan	Duplin	1
Causey, Roy Clayton.....	Pitt	1
Cavin, Walter Marsh.....	Gaston	1
Chambers, Walter Roy.....	Buncombe	2
Chamblee, Bayard V.....	Wake	1

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Chambliss, Clive Ellerbe.....	<i>Mecklenburg</i>	2
Chandler, Bertie Cecil.....	<i>Sumter, S. C.</i>	1
Clark, Willie Spurgeon.....	<i>Northampton</i>	1
Coggin, Colie Evander.....	<i>Lee</i>	1
Coggin, N. Carlie.....	<i>Stanly</i>	4
Cole, Richmond Pearson.....	<i>Buncombe</i>	1
Collins, Ellis Marsh.....	<i>Mecklenburg</i>	1
Colston, Jesse Francis.....	<i>Northampton</i>	1
Conrad, William Joseph, Jr.....	<i>Forsyth</i>	3
Cooley, Hubert Bernard.....	<i>Nash</i>	2
Corbett, Lacy Odis.....	<i>Pender</i>	1
Covington, Benjamin McLauchlin.....	<i>Anson</i>	1
Cox, Edward Blackwell.....	<i>New Hanover</i>	1
Critcher, Burrell Duke.....	<i>Martin</i>	1
Crozier, J. Richard.....	<i>Wake</i>	3
Currin, Joseph Badgett.....	<i>Granville</i>	4
Cuthrell, Hugh H.....	<i>Forsyth</i>	2
Daniel, Charles Rufus.....	<i>Halifax</i>	1
Daniel, Eugene Allen.....	<i>Halifax</i>	4
Davis, Grover C.....	<i>Haywood</i>	2
Davis, George Hamilton.....	<i>Wake</i>	3
Deans, Arthur Wood.....	<i>Nash</i>	3
Denton, Ansley L.....	<i>Nash</i>	1
Dickens, Albert Oscar.....	<i>Nash</i>	3
Dickie, Durwood Thomas.....	<i>Vance</i>	1
Dickie, James William.....	<i>Vance</i>	3
Dixon, Hubert Carlyle.....	<i>Chatham</i>	3
Dotson, William Grady.....	<i>Henderson</i>	2
Dowd, William Carey, Jr.....	<i>Mecklenburg</i>	3
Downs, Posie Edgar.....	<i>Cleveland</i>	2
Duckett, Rex Battle.....	<i>Buncombe</i>	2
Duncan, Hannibal G.....	<i>Wilkes</i>	2
Duncan, Virgil Ennis.....	<i>Person</i>	2
Edwards, Gudger Wayne.....	<i>Madison</i>	1
Edwards, J. Baird.....	<i>Madison</i>	1
Edwards, John Burton.....	<i>Halifax</i>	1
Edwards, James Martin.....	<i>Edgefield, S. C.</i>	2

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Ellington, Amzi Jefferson.....	Wake	4
Evans, James Lewis.....	Pitt	3
Fales, Albert Franklin.....	New Hanover	1
Farrell, Charles A.....	Forsyth	3
Faucett, Henry Frank.....	Wake	4
Faucett, William P.....	Wake	2
Ferguson, Arthur Edwin.....	Forsyth	1
Ferguson, Guerrant	Rockingham	2
Ferree, Idyl Arris.....	Randolph	1
Ferrell, William Russell.....	Wake	1
Fisher, Walter Harrison.....	Sampson	1
Fleming, William E.....	Davie	2
Fountain, Richard Speight.....	Edgecombe	1
Frazier, Isaac P.....	Randolph	4
Freeman, Joseph Ray.....	Gates	1
Fryer, Claud Henry.....	Sampson	1
Gatling, John Morris.....	Bertie	2
Gay, Arthur Royal.....	Franklin	2
Giles, Berney Foster, Jr.....	Tuscaloosa, Ala.	2
Giles, Boyce Titchenor.....	Tuscaloosa, Ala.	1
Gooch, Lee C.....	Granville	1
Goode, Seldon, Jr.....	Sampson	2
Goodrich, Arthur Leon.....	Johnston	1
Gordon, Richard Roscoe.....	Moore	2
Grantham, Charles Erdman.....	Robeson	1
Greene, George William.....	Buncombe	1
Green, Robert Byard.....	Rutherford	1
Gregory, Charlie C.....	Camden	1
Griffin, Lloyd Eldon.....	Chowan	3
Griggs, William Lemuel.....	Macon	2
Grindstaff, Grover Hayden.....	Jackson	2
Groves, Henry Herman.....	Gaston	4
Guy, Charles Lee.....	Harnett	2
Gyles, Ronald Corbin.....	Barnwell, S. C.....	2
Hall, Alexander	Colquitt, Ga.	1
Hall, Claude Tip.....	Person	1

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Hall, John Richard, Jr.....	Colquitt, Ga.	1
Hamilton, Joseph William.....	Carteret	2
Hamrick, Alger Vason.....	Cleveland	1
Hamrick, Oliver Paul.....	Cleveland	2
Hardaway, William Tyree.....	Coweta, Ga.	1
Harman, Edward Marshall.....	Watauga	1
Harrell, Eustace H.....	Colquitt, Ga.	1
Harrell, Victor Hugo.....	Gates	1
Harrill, Benjamin Harrison.....	Rutherford	1
Harrill, George Pinkney, Jr.....	Franklin	2
Harrington, William Daniel.....	Harnett	1
Harris, George Mitchell.....	Vance	3
Harris, Joseph P.....	Anson	5
Hart, Roy Jack.....	Henderson	3
Hartsell, Paul G.....	Stanly	1
Hartsell, Wallace H.....	Wake	3
Harvey, W. Frank.....	Halifax	1
Harward, George Norrell.....	Chatham	4
Haynes, John Carlisle.....	Haywood	1
Henry, Ozmer Lucas.....	Anson	1
Henry, Tidal Boyce.....	Anson	5
Hensley, Bascombe S.....	Yancey	1
Hensley, Charles Albert.....	Yancey	2
Herndon, Harold Bailey.....	Mecklenburg	1
Herring, George Nutt.....	Sampson	4
Herring, Owen Fennell.....	Sampson	4
Herring, Richard Lee.....	Sampson	3
Hipps, Allen G. Thurmon.....	Madison	3
Hoggard, Linwood Levi.....	Bertie	1
Holcombe, George M.....	Yancey	2
Holding, Bruce Fowler.....	Wake	4
Holding, Robert Powell.....	Wake	1
Holding, Thomas E., Jr.....	Wake	2
Holding, William Willis, Jr.....	Wake	2
Holland, Thomas Cleveland.....	Cleveland	3
Holliday, Garland Washington.....	Wake	3
Hollingsworth, James William.....	Franklin	1
Holloman, Paul W.....	Hertford	2

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Holmes, Clarence Carlyle.....	<i>Iredell</i>	3
Honeycutt, Murray Andrew.....	<i>Yancey</i>	2
Hood, John Robertson.....	<i>Wake</i>	1
Horn, Leo Barber.....	<i>Forsyth</i>	2
Horrell, Merton Stuart.....	<i>Johnston</i>	2
Horton, Archie Wynne.....	<i>Wilkes</i>	3
Hough, Rayman F.....	<i>Stanly</i>	1
House, Augustus Ray.....	<i>Martin</i>	1
Howell, James Edward.....	<i>Gates</i>	2
Hudson, Charlie Franklin.....	<i>Burke</i>	1
Hughes, Charles	<i>Avery</i>	1
Hunter, Carey Joseph, Jr.....	<i>Wake</i>	1
Huntley, George Washington.....	<i>Anson</i>	1
Ingle, Carl E.....	<i>Watauga</i>	2
Ingram, Bennie Clayton.....	<i>Davidson</i>	1
Inscoe, Linwood Saint Clair.....	<i>Franklin</i>	2
Ives, Dwight Humeston.....	<i>Moore</i>	1
Ivey, Thaddeus, Jr.....	<i>Wake</i>	2
Jackson, Donald Rudolph.....	<i>Pitt</i>	3
Jarrett, Clyde Hamilton.....	<i>Jackson</i>	1
Jarvis, George Lee.....	<i>Wilkes</i>	2
Jenkins, William Henry, Jr.....	<i>Southampton, Va.</i> ...	2
Johnson, Basil Howard.....	<i>Robeson</i>	4
Johnson, Charles Haddon.....	<i>Jones</i>	2
Johnson, Charles Thomas.....	<i>Bladen</i>	2
Johnson, Doctor Mack.....	<i>Robeson</i>	3
Johnson, Elias Dodson.....	<i>Robeson</i>	4
Johnson, Ervin Mosby.....	<i>Buncombe</i>	2
Johnson, Ferdie Talmage.....	<i>Sampson</i>	1
Johnson, Victor Richardson.....	<i>Chatham</i>	2
Johnston, Ira Thomas.....	<i>Ashe</i>	1
Jones, Charles Wesley.....	<i>Chesterfield, S. C.</i>	1
Jones, Ellis Coleman.....	<i>Jackson</i>	1
Jones, James Bate.....	<i>Cleveland</i>	1
Jones, J. Edward.....	<i>Lancaster, S. C.</i>	1
Jones, J. Henry.....	<i>Robeson</i>	3
Jones, Leonidas Leroy.....	<i>Duplin</i>	2

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Jones, Marshall Henry.....	<i>Cumberland</i>	2
Jordan, Ralph B.....	<i>Chatham</i>	1
Josey, Charlie C.....	<i>Halifax</i>	4
Josey, Danford Edmondson.....	<i>Halifax</i>	4
Keelin, James Nathaniel, Jr.....	<i>Wake</i>	1
Kesler, John Malcolm.....	<i>Davidson</i>	1
King, Goodman Harman.....	<i>Wake</i>	3
Knott, Alexander G.....	<i>Wake</i>	2
Knott, Edward Judson.....	<i>Mecklenburg, Va.</i>	1
Knott, Luther Daniel.....	<i>Granville</i>	3
Lane, Edgar Winslow.....	<i>Perquimans</i>	3
Lane, James Graham.....	<i>Marlboro, S. C.</i>	3
Langston, Henry Jerome.....	<i>Pitt</i>	4
Lanier, Raymond Ray.....	<i>Harnett</i>	4
Lanier, Thomas Theron.....	<i>Harnett</i>	4
Lassiter, George Washington.....	<i>Bertie</i>	2
Lewis, Richard Mullington.....	<i>Columbus</i>	1
Lineberry, Will Taylor.....	<i>Chatham</i>	4
Linney, William Ernest.....	<i>Alexander</i>	1
Long, Austin	<i>Harnett</i>	1
Long, Sam	<i>Union</i>	4
Lovelace, Ansolla Crawford.....	<i>Rutherford</i>	1
Lowe, John Rone.....	<i>Anson</i>	1
McCourry, Jeter Connolly.....	<i>Yancey</i>	2
McDaniell, James Alexander, Jr.....	<i>Lenoir</i>	2
McDowell, James Allison.....	<i>Halifax</i>	2
McDuffie, Fulton Jones.....	<i>Lee</i>	1
McFayden, Aubrey Duncan.....	<i>Cumberland</i>	1
McGuire, Victor Abram.....	<i>Cherokee</i>	4
McLamb, Minson	<i>Sampson</i>	6
McLendon, Preston Alexander.....	<i>Anson</i>	4
McLeod, Bernard Franklin.....	<i>Harnett</i>	3
Maltba, Rufus L.....	<i>Watauga</i>	1
Mangum, Ernest Theodore.....	<i>Durham</i>	1
Marsh, Roy Augustus.....	<i>Union</i>	3

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Martin, Warren H.....	Anderson, S. C.....	2
Matthews, Charlie Rollo.....	Harnett	1
Mayberry, Durwood Franklin.....	Mecklenburg	3
Middleton, Robert Lee.....	Wake	2
Mills, Green Titus.....	Harnett	2
Mitchell, Clingman Webster, Jr.....	Bertie	3
Moore, George Green.....	Cleveland	1
Moore, Joseph P.....	Wake	1
Moseley, Charles Andrew.....	Guilford	1
Moss, Atway Binus.....	Wilson	1
Mull, John P.....	Cleveland	2
Mull, William Peter.....	Cleveland	3
Mustion, Alfred P.....	Warren	1
Myers, Benjamin Oliver.....	Davidson	3
Neal, John J.....	Halifax, Va.	3
Newbold, Jeremiah McMullon.....	Perquimans	1
Noell, Robert Holmon.....	Person	3
Norris, Roy Haddon.....	Wake	2
Norwood, Evan Wilkins.....	Wayne	2
Oliver, William Benjamin.....	Wayne	3
Page, Benjamin Randall.....	Cumberland	2
Parker, Frontus Sylvestia.....	Lancaster, S. C.....	1
Parker, Joseph Roy.....	Hertford	2
Parker, Millard L.....	Wake	2
Parker, Walter Raleigh.....	Hertford	3
Paschal, Herbert Richard.....	Chatham	1
Paschal, Richard Frederick.....	Chatham	3
Pegg, Herbert Dale.....	Guilford	2
Pennell, George Clingman.....	Buncombe	2
Perry, Clarence Askew.....	Hertford	3
Perry, Davis Russell.....	Wake	1
Perry, Hugh Watson.....	Franklin	2
Phillips, Albert Rufus.....	Stokes	4
Phillips, Matthew Dalton, Jr.....	Stokes	3
Pool, Frank Kenneth.....	Johnston	4
Pope, Edward Jones.....	Robeson	1
Pope, Harry Joyner.....	Halifax	1

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Pope, Thomas Albert.....	Warren	1
Powell, Julius Carlyle.....	Duplin	1
Prevette, Earl	Wilkes	2
Prevette, Isaac Call.....	Wilkes	3
Pritchard, Jeter McKinley.....	Buncomb ³	2
Pruette, Roland Shaw.....	Mecklenburg	4
Pruitt, Thomas P.....	Leon, Fla.	2
Ramseur, Benjamin Frederic.....	Cherokee	3
Rankin, Richard B.....	Cabcr ^{rr} us	2
Rawlins, George William.....	Wake	1
Ray, Archibald Cornelius.....	Clatham	1
Raynor, Kenneth Tyson.....	Bertie	3
Redwine, Richard Kerr.....	Davie	1
Reid, Charley Brantly.....	Stanly	2
Rhodes, Gordon L.....	Lenoir	1
Riddick, William Allen.....	Buncombe	1
Riddick, Wallace W.....	Wake	1
Robertson, Clarence Homer.....	Henry, Va.	5
Robinson, John Quincy.....		1
Robinson, Mac Claudius.....	Yancey	2
Rodwell, Clyde Ethelbert.....	Warren	3
Rogers, Leonard Oliver	Marion, S. C.....	4
Rowe, Gussie W.....	Chesterfield, S. C....	2
Rowland, Gordon Bennett.....	Warren	3
Royal, Walter S.....	Catawba	1
Russ, Christopher Cleveland.....	Brunswick	1
Sawyer, Clyde Spurgeon.....	Tyrrell	3
Sawyer, Oscar Whaley.....	Camden	4
Sawyer, Roland Mack.....	Pasquotank	4
Scruggs, Fred Bobo.....	Rutherford	2
Sexton, Eddie Cleveland.....	Martin	2
Shepherd, Newton Jackson.....	Halifax	3
Sherrill, Wade Hampton.....	Catawba	4
Sherrin, M. Boyce.....	Union	2
Shugart, Floyd Caldwell.....	Yadkin	3
Sigmon, Nolan J.....	Catawba	1
Simmons, Rommie Fay.....	Cumberland	1

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Simpson, Martin Bland.....	<i>Pasquotank</i>	3
Skaggs, Romulus	<i>Lee, Va.</i>	4
Sledd, Arthur Purefoy.....	<i>Wake</i>	2
Sledge, Robert F.....	<i>Forsyth</i>	1
Smethurst, Frank Austin.....	<i>Wake</i>	4
Smith, Clyde Franklin.....	<i>Mecklenburg</i>	2
Smith, Charlie George.....	<i>Chatham</i>	4
Smith, Connor H., Jr.....	<i>Lee</i>	1
Smith, Hugh Percival.....	<i>Florence, S. C.</i>	2
Smith, June Everett.....	<i>Chatham</i>	4
Smith, Lellon Wray.....	<i>Wake</i>	4
Smith, Roy Stewart.....	<i>Mecklenburg</i>	5
Smith, Willie Roy.....	<i>Mecklenburg</i>	1
Smoot, David Madison, Jr.....	<i>Darlington, S. C.</i>	2
Sorrell, Commodore Russell.....	<i>Wake</i>	5
Speight, James A.....	<i>Bertie</i>	2
Speight, Lloyd Wood.....	<i>Bertie</i>	1
Sprinkle, J. Herschel.....	<i>Madison</i>	1
Sprinkle, Paul Evans.....	<i>Forsyth</i>	1
Stafford, Elias Eller.....	<i>Wilkes</i>	2
Stallings, Lawrence T., Jr.....	<i>Fulton, Ga.</i>	1
Stanley, John George.....	<i>Horry, S. C.</i>	4
Stephens, Gordon Van.....	<i>Wake</i>	2
Stephenson, Bennie D.....	<i>Northampton</i>	2
Stevens, Charles Hadley.....	<i>Johnston</i>	1
Stevenson, Adlai Ewing.....	<i>Davidson</i>	3
Stillwell, Ephraim Pasy.....	<i>Jackson</i>	3
Strange, Robert Wright.....	<i>New Hanover</i>	1
Strawn, James Arthur.....	<i>Union</i>	3
Strickland, Henry Clinton.....	<i>Wake</i>	1
Strickland, Rex Samuel.....	<i>Nash</i>	1
Strickland, Williard Milo.....	<i>Wake</i>	1
Stringfield, Oliver Linwood, Jr.....	<i>Madison</i>	3
Strole, Glenn Franklin.....	<i>Columbus</i>	1
Sullivan, Eddie Flavel.....	<i>Anson</i>	5
Sustare, Beverly Sustare.....	<i>Mecklenburg</i>	2
Sutton, William Dovey.....	<i>Chesterfield, S. C.</i>	1
Sutton, Wesley Furguson.....	<i>Chesterfield, S. C.</i>	2

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Swain, Wiseman Jones.....	<i>Forsyth</i>	1
Sweaney, Hunter McGuire.....	<i>Rockingham</i>	2
Tate, William Thomas.....	<i>Wake</i>	1
Tatum, Roy C.....	<i>Davie</i>	1
Taylor, Hoyt Patrick.....	<i>Hertford</i>	1
Taylor, Jethron Wilkerson.....	<i>Guilford</i>	1
Taylor, Rosser Howard.....	<i>Nash</i>	2
Thomas, Cornelius	<i>Brunswick</i>	1
Thomas, Joe Smith.....	<i>Clarendon, S. C.</i>	3
Thompson, Edgar Stinceon.....	<i>Robeson</i>	1
Tilson, Ralph Roe.....	<i>Madison</i>	2
Tyner, Carl Vann.....	<i>Robeson</i>	3
Tysinger, Charles Harris.....	<i>Davidson</i>	1
Utley, Philemon McGee.....	<i>Wake</i>	4
Vann, Herbert Moffett.....	<i>Pittsylvania, Va.</i>	2
Vann, Junius Richardson, Jr.....	<i>Cumberland</i>	3
Vann, John Willard.....	<i>Pittsylvania, Va.</i>	2
Voyles, Walter Raleigh.....	<i>Cherokee</i>	2
Waff, Joseph Judson.....	<i>Northampton, Va.</i> ...	4
Walker, Witcher Watkins.....	<i>Rutherford</i>	3
Wallin, Jeter Newman.....	<i>Madison</i>	3
Ward, Carey Carlyle.....	<i>Perquimans</i>	1
Ward, Ervin Lucius.....	<i>Perquimans</i>	3
Ward, William Farrior.....	<i>Craven</i>	1
Warlick, Alfred Caldwell.....	<i>Cleveland</i>	3
Warrick, Clarence W.....	<i>Wayne</i>	1
Watson, John Franklin.....	<i>Alexandria, Va.</i>	3
Weathers, Bahnson	<i>Wake</i>	2
Weston, Lacy Udell.....	<i>Iredell</i>	1
Whedbee, Edward Marcellus.....	<i>Pasquotank</i>	1
Whitaker, David Corbett.....	<i>Marlboro, S. C.</i>	1
Whitaker, Fleet Gaston.....	<i>Henderson</i>	3
White, Abran Franklin.....	<i>Watauga</i>	1
White, John Ellington, Jr.....	<i>Fulton, Ga.</i>	1
White, Sidney Warren.....	<i>Pasquotank</i>	3

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Whitehurst, Elijah Bell.....	<i>Carteret</i>	2
Whitehurst, Henry P.....	<i>Craven</i>	4
Whitley, Beely Goodwin.....	<i>Stanly</i>	2
Whitley, Caleb Jerome.....	<i>Stanly</i>	3
Whitley, Ennis P.....	<i>Wake</i>	1
Whitley, Robert L.....	<i>Harnett</i>	1
Whitted, Hugh E.....	<i>Durham</i>	1
Wilkinson, Chester Houston.....	<i>Wake</i>	1
Wilkinson, Robert Watson, Jr.....	<i>Wake</i>	3
Williams, Edward Jerome.....	<i>Union</i>	2
Williams, Luther Carter.....	<i>Orange</i>	4
Williams, Lonnie P.....	<i>Duplin</i>	1
Williams, Robert Elisha.....	<i>Mecklenburg, Va.</i> ...	1
Williams, Thomas L.....	<i>Wake</i>	2
Wilson, Eli Robinson.....	<i>Duplin</i>	1
Wishart, Ira Eli.....	<i>Robeson</i>	4
Woodall, Clarence Lawrence, Jr.....	<i>Wake</i>	2
Woodward, Harry McArthur.....	<i>Duplin</i>	1
Wright, George Fitchett.....	<i>Pasquotank</i>	1
Wright, Numa E.....	<i>Montgomery</i>	4
Wright, Wallace Barber.....	<i>Buncombe</i>	1
Wyatt, Hubert Lee.....	<i>Wake</i>	4
Yates, Earl Preston.....	<i>Wake</i>	3
Yates, Kyle M.....	<i>Wake</i>	1
Yates, Otis Webster.....	<i>Wake</i>	3
Young, William Anderson.....	<i>Davidson</i>	3

Total, 457.

RECAPITULATION BY SCHOOLS.*

Latin	120
Greek	66
English	352
Modern Languages	172
Mathematics	134
Applied Mathematics and Astronomy.....	46
Chemistry	157
Physics	96

* Aggregate by classes in the schools.

Biology	148
Philosophy	82
Political Science	457
Bible	145
Education	169
Law	345
Medicine	190

RECAPITULATION BY STATES.

North Carolina	416
South Carolina	21
Virginia	11
Georgia	6
Alabama	2
Florida	2
Total	458

Commencement, 1912

Wednesday Evening, May 15

THE BACCALAUREATE SERMON.

Rev. Newell Dwight Hillis, D.D., Brooklyn, N. Y.

Thursday Morning, May 16

THE LITERARY ADDRESS.

Rev. Newell Dwight Hillis, D.D.

PRESENTATION OF MEDALS.

Philomathesian, by Dr. John E. White, Atlanta, Ga.

Senior Orator's Medal, to G. T. Wall.

Junior Orator's Medal, to B. F. McLeod.

Sophomore Improvement Medal, to A. O. Dickens.

Freshman Improvement Medal, to I. S. Bowen.

Euzelian, by Mr. Gilbert T. Stephenson, Winston-Salem, N. C.

Thomas Dixon Senior Orator's Medal, to B. Vaughan Ferguson.

The J. L. Allen Medal, to John M. Kester.

Junior Orator's Medal, to Sam Long.

Sophomore Orator's Medal, to H. C. Griffin.

Freshman Improvement Medal, to T. L. Carter.

Open to All Students, by President W. L. Poteat.

Thomas Dixon Essay Medal, to P. E. Hubbell.

"Wake Forest Student" Essay Medal, to H. B. Conrad.

"Wake Forest Student" Fiction Medal, to D. S. Kennedy.

Hubert A. Royster Medal, to D. S. Kennedy.

Thursday Afternoon, May 16

CLASS DAY EXERCISES.

President, M. A. Huggins.

Vice-President, C. L. Betts.

Secretary, H. D. Ward.

Treasurer, T. E. Bobbitt.

Prophet, L. G. Bullard.

Historian, W. B. Edwards.

Executor, P. P. Green.

Statistician, J. S. Edwards.

Orator, J. M. Kester.

Poet, D. S. Kennedy.

Thursday Evening, May 16**ALUMNI ADDRESS.**

Rev. John E. White, D.D., Atlanta, Ga.

ANNUAL MEETING OF THE ALUMNI.

Refreshments served.

Friday Morning, May 17**ADDRESSES BY REPRESENTATIVES OF THE GRADUATING CLASS.**

S. Cecil Hilliard, of Wake County, N. C.

C. Ray Sharpe, of Davidson County, N. C.

B. Vaughan Ferguson, of Rockingham County, N. C.

Arthur T. Allen, of Marlboro County, S. C.

William Marvin Scruggs, of Rutherford County, N. C.

Roy R. Blanton, of Rutherford County, N. C.

A. D. Ward Medal presented to B. Vaughan Ferguson.

Degrees

ACADEMIC

Masters of Arts

BRETT, J. C.	ELLIS, J. A.
CABANISS, J. T.	MCCUTCHEON, R. H.
CASTELLOE, COLA	WALLIN, H. A.

Bachelors of Arts

ALLEN, A. T.	HUGGINS, M. A.
BARNES, M. L.	HUNTER, H. T.
BEAM, G. M.	HUTCHINS, A. J.
BEAM, H. M.	JOHNSON, H. P.
BETTS, C. L.	KENNEDY, D. S.
BLANTON, R. R.	KESTER, J. M.
BLEVINS, R. P.	KIRKSEY, G. C.
BOBBITT, T. E.	LENNON, R. S.
BULLARD, L. G.	NANNEY, H. A.
CHAMBERLAIN, J. M.	O'BRIAN, L. R.
CONRAD, H. B.	OLIVÉ, L. B.
CRAIN, W. J.	POWELL, R. E., JR.
EDDINGER, W. L.	PRIVETTE, W. G.
EDGERTON, S. A.	REVELLE, T. L.
EDWARDS, J. S.	SAVAGE, R. R.
EDWARDS, W. B.	SMITH, R. S.
FERGUSON, B. V.	TANNER, M. T.
GETTYS, S. C.	TOLLEEN, F. P.
GRIFFIN, H. C.	TRUEBLOOD, C. H.
GUY, T. S.	UNDERWOOD, P. A.
HARRIS, A. J.	WALL, G. G.
HILLIARD, S. C.	WATKINS, G. T., JR.

Bachelors of Science

ANDERSON, J. T.	PETERSON, W. C., JR.
BELTON, J. F.	SCRUGGS, W. M.
BUIE, R. M.	SHARPE, C. R.
GREEN, P. P.	SHERRILL, C. L.
HAMRICK, J. Y., JR.	THAXTON, B. A.
HOBGOOD, J. E.	WARD, H. D.

Bachelors of Laws

BAGWELL, G. W.

DARDEN, W. A.

BERNARD, A. C.

FEEZOR, P. L.

BOONE, W. D.

JOHNSON, J. T.

BRYAN, P. Q.

MOSS, J. M.

BUNN, A. A.

RIDDICK, J. C.

CLINE, J. S.

HONORARY**Doctor of Divinity**

HARRY EMERSON FOSDICK, Montclair, N. J.

RUFUS W. WEAVER, Nashville, Tenn.

Doctor of Laws

JUDGE JETER C. PRITCHARD, Asheville, N. C.

Anniversary of the Literary Societies, 1913

On February 14th the Literary Societies held their Annual Celebration, with the following program:

DEBATE—2:30 P. M.

Preston A. McLendon, Eu., President.

George M. Harris, Phi., Secretary.

QUERY:

Resolved, (That the right to vote should not be restricted on account of sex.) *Last year's, 1912 - query. See Below*

Affirmative—Owen F. Herring, Phi., Sampson County; E. P. Stillwell, Eu., Jackson County.

Negative—Floyd C. Shugart, Eu., Yadkin County; Earl P. Yates, Phi., Wake County.

Judges decided the debate in favor of the negative.

ORATIONS AND RECEPTION—8 P. M.

Commodore Russell Sorrell, Phi., Wake County—"The Master Passion of America."

Victor Abram McGuire, Eu., Cherokee County—"The Industrial Future of China."

MARSHALS.

F. Spurgeon Edwards, Chief, Eu., Madison County.

Oscar W. Sawyer, Camden County.

Robert B. Green, Rutherford County.

W. Troy Baucom, Chief, Phi., Union County.

A. Oscar Dickens, Nash County.

Percy C. Harward, Chatham County.

Query: Resolved, That all the Public officers in North Carolina should be nominated by direct primaries, as in Wisconsin, rather than by the convention system. See Wake Forest Student for March, 1913, Vol. XXII, 495. G. W. P.

5.

SUBJECTS ACCEPTED FOR ADMISSION

SUBJECT	TOPICS	Units
English 1 English 2	English Grammar, Rhetoric and Composition Critical Study of Specimens of English Literature	1 2
Mathematics 1(a) Mathematics 1(b) Mathematics 2	Algebra to Quadratic Equations Quadratics, Progressions and the Binomial Formula Plane Geometry	1 $\frac{1}{2}$ 1
History 1 History 2 History 3 History 4	General History Mediæval and Modern European History English History American History	1 1 $\frac{1}{2}$ $\frac{1}{2}$
Latin 1 Latin 2 Latin 3 Latin 4	Grammar, Composition and Translation Cæsar's Gallic War, I-IV; Grammar; Composition Cicero's Orations (6); Grammar; Composition Virgil's Æneid, I-VI; Grammar; Composition	1 1 1 1
Greek 1 Greek 2	Grammar; Composition Xenophon's Anabasis, I-IV	1 1
German 1 French 1	Elementary Grammar, Composition, and Translation Elementary Grammar, Composition, and Translation	1 1
Science 1 Science 2 Science 3 Science 4	Physical Geography Physiology Physics Botany	$\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$

Matriculation

Candidates for admission must be at least fifteen years of age and be able to furnish satisfactory testimonials of good moral character; if coming from other incorporated institutions, they must be able to present certificates of honorable dismissal.

In matriculating the following order must be observed:

1. Consultation with the Committee on Entrance requirements.
2. Payment of fees in the Bursar's office the first day of the term.
3. Registration in the President's office the first day of the term.

No student is allowed to enter any class until he has completed his matriculation in the order specified.

Requirements for Admission

Students bearing the prescribed certificates of accredited academies will be admitted into the classes of the College without examination. Examinations, the scope of which is indicated below, will be required of all other students.

Entrance requirements are designated in terms of units. A unit represents a high school course extending throughout the school year with five weekly periods of not less than three-quarters of an hour each. Thus Algebra through quadratics and progressions, which is usually studied five periods weekly throughout two academic years, has the value of two units.

A minimum of fourteen units is required for admission to the College. Twelve and a half of these units are prescribed, as follows:

English, 3 units;

Mathematics, 2 1-2 units;

Languages other than English, 4 units;

History, 2 units;

Science, 1 unit.

For the B.A. degree and for the B.S. degree in Medicine, with the exceptions noted in the next paragraph, the four units of Languages other than English must be Latin; for the B.S. degree in General Science and in Engineering, two of the units must be Latin and two Modern Languages.

For the B.A. degree in Civics and the B.S. degree in Medicine the student who elects Latin in the studies prescribed for the first two years of college work must present four units of entrance work in Latin. The student who does not elect Latin must satisfy the professors of the Latin department that his preparatory work in this subject has been satisfactorily done. A student who is a candidate for a degree in either Civics or Medicine may present one unit each of French and German in place of the last two units of entrance work in Latin.

The one and a half remaining units are elective, and may be chosen from any of the other academic studies given below; or they may be made up from advanced work offered in any of the prescribed studies given above.

Conditions

Students are urged to complete their preparation before coming to the College. A candidate may be admitted even though he has some deficiencies in preparation, but no student is received who is conditioned on more than four units of entrance work, nor will any be allowed to remain in College more than two years with entrance conditions, of which as many as possible must be met the first year.

To enable students to remove deficiencies in preparation one class each in Mathematics, French, German, and Greek, and two classes in Latin, are for the present retained under the supervision of members of the Faculty.

English

Preparation in English should keep two ends in view: (1) The ability to speak and to write the language readily and correctly; (2) The ability to read with intelligence and appreciation.

1. *Grammar and Rhetoric.* 1 unit.

This course is required for admission into any college class.

The candidate must, first of all, be able to spell, capitalize, and punctuate correctly. He must further show a practical knowledge of English grammar, including inflection, syntax, and sentence structure; and familiarity with the elementary principles of rhetoric, including paragraph structure, narration, and description.

No candidate will be accepted in English whose work is seriously defective in point of spelling, punctuation, grammar, or division into paragraphs.

2. *Reading.* 2 units.

The candidate will be required to present evidence of a general knowledge of the subject matter of the books read and studied, and to answer simple questions on the lives of the authors. The form of examination will usually be the writing of a paragraph or two on each of several topics, to be chosen by the candidate from a considerable number—perhaps ten or fifteen—set before him in the examination paper. The treatment of these topics is designed to test the candidate's power of clear and accurate expression.

For 1913-1914

A minimum of fifteen books is required. In this number there must be at least three plays from Shakespeare, including *Julius Cæsar* and *The Merchant of Venice*, which are required; eight books of prose; and four of poetry, beside

Shakespeare. In the total number required for admission, no more than four books will be credited from each group. Books are grouped according to year to assist teachers in planning secondary courses in English. The sixteen books italicized are especially desired because a knowledge of these is almost indispensable in all college courses in English.

FIRST YEAR.

Prose.—(1) Defoe's *Robinson Crusoe*; (2) Scott's *Ivanhoe*; (3) Bunyan's *Pilgrim's Progress*; (4) Stevenson's *Treasure Island*.

Poetry.—(1) Coleridge's *Ancient Mariner*; Lowell's *The Vision of Sir Launfal*, and Goldsmith's *Deserted Village*; (2) Shakespeare's *The Merchant of Venice*; (3) Longfellow's *The Courtship of Miles Standish* and Whittier's *Snowbound*; (4) Macaulay's *Lays of Ancient Rome* and Arnold's *Sohrab and Rustum*; Longfellow's *Evangeline*.

SECOND YEAR.

Prose.—(1) George Eliot's *Silas Marner*; (2) Bulfinch's *Age of Fable*; (3) Irving's *Sketch Book*; (4) Parkman's *The Oregon Trail*; (5) Franklin's *Autobiography* (condensed); (6) Scott's *The Talisman*; (7) Cooper's *The Last of the Mohicans*; (8) Hughes' *Tom Brown's School Days*.

Poetry.—(1) Shakespeare's *Julius Cæsar*; (2) Scott's *The Lady of the Lake*; (3) *The Odyssey*, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; (4) *The Iliad*, with the omission, if desired, of Books XI, XIII, XIV, XVII, XXI.

THIRD YEAR.

Prose.—(1) Addison and Steele's *Sir Roger de Coverley Papers* in the *Spectator*; (2) *The Old Testament*, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; (3) Macaulay's *Life of Johnson*; (4) Blackmore's *Lorna Doone*; (5) Swift's *Gulliver's Travels*; (6) Poe's *Prose Tales*; (7) Prescott's *Conquest of Mexico* (condensed); (8) Bulwer-Lytton's *The Last Days of Pompeii*; (9) Southey's *Life of Nelson*.

Poetry.—(1) 100 pages of *Selected English Poems*; (2) Shakespeare's *Twelfth Night*; (3) *As You Like It*; (4) Poe's *Selected Poems*.

FOURTH YEAR.

Prose.—(1) Goldsmith's *The Vicar of Wakefield*; (2) Scott's *Quentin Durward*; (3) Dickens's *A Tale of Two Cities*; (4) David Copperfield; (5) Webster's First Bunker Hill Oration; (6) Washington's Farewell Address; (7) Carlyle's *Heroes and Hero Worship*; (8) Hawthorne's *Twice Told Tales*; (9) Ruskin's *Sesame and Lilies*.

Poetry.—(1) Shakespeare's *Macbeth*; (2) *Romeo and Juliet*; (3) Tennyson's *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*; (4) Milton's *Comus*, *L'Allegro*, and *Il Penseroso*; (5) Palgrave's *Golden Treasury*; (6) 100 pages of Browning's *Shorter Poems*.

Latin

1. Amount and Range of the Reading Required

1. The Latin reading required of candidates for admission to college, without regard to the prescription of particular authors and works, shall be not less in *amount* than Cæsar, *Gallic War*, I-IV; Cicero, the orations against Catiline, for the Manilian Law, and for Archias; Virgil, *Æneid*, I-VI.

2. The amount of reading specified above shall be selected by the schools from the following authors and works: Cæsar, *Gallic War* and *Civil War*; Nepos, *Lives*; Cicero, *Orations*, *Letters*, and *De Senectute*; Sallust, *Catiline* and *Jugurthine War*; Virgil, *Bucolics*, *Georgics*, and *Æneid*; Ovid, *Metamorphoses*, *Fasti*, and *Tristia*.

The following credits are given:

(a) GRAMMAR AND COMPOSITION.—Mastery of forms, vocabularies, principal parts of verbs, idioms and rules of syntax found in such beginners' books as Potter's, D'Ooge's, Inglis and Prettyman's, and Bennett's. Also ability to write simple Latin prose based on the vocabularies and rules of syntax given in these books. 1 unit.

(b) CÆSAR: *Gallic War*.—One complete year, 5 recitations a week, covering three to five books of the text, with composition and grammar. 1 unit.

(c) CICERO.—Orations for the Manilian Law and for Archias

and three or four other orations. Twenty-five pages of the letters may be substituted for one oration. Composition and grammar, 1 year, 5 recitations a week. 1 unit.

(d) SALLUST.—Catiline and Jugurthine War, with composition and grammar. $\frac{1}{2}$ year, 5 recitations a week. $\frac{1}{2}$ unit.

(e) NEPOS.—Lives, with composition and grammar. 5 recitations a week. $\frac{1}{2}$ year, $\frac{1}{2}$ unit; 1 year, 1 unit.

(f) VIRGIL: *Æneid*.—Five or six books with prosody, composition and grammar. The *Bucolics* and the *Georgics* in whole or in part may be substituted for an equivalent amount of the *Æneid*. 1 complete year, 5 recitations a week. 1 unit.

(g) OVID.—Selections from the *Metamorphosis*, *Fasti*, and *Tristia*, with prosody, composition and grammar. $\frac{1}{2}$ year, 5 recitations a week. $\frac{1}{2}$ unit.

(h) CICERO.—*De Senectute*, with composition and grammar. $\frac{1}{2}$ year, 5 recitations a week. $\frac{1}{2}$ unit.

II. Subjects and Scope of the Examinations

1. *Translation at Sight*. Candidates who do not present satisfactory certificates will be examined in translation at sight of both prose and verse. The vocabulary, construction, and range of ideas of the passages set will be suited to the preparation secured by the reading indicated above.

2. *Prescribed Reading*. Candidates will be examined also upon the following prescribed reading: Cicero, *Oration for the Manilian Law* and *Oration for Archias*; Virgil, *Æneid*, I, II, and either IV or VI at the option of the candidate, with questions on subject matter, literary and historical allusions, and prosody. Every paper in which passages from the prescribed reading are set for translation will contain also one or more passages for translation at sight; and candidates must deal satisfactorily with both these parts of the paper, or they will not be given credit for either part.

3. *Grammar and Composition*. The examinations in grammar and composition will demand thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors

read in school, with ability to use this knowledge in writing simple Latin prose. The words, constructions, and range of ideas called for in the examinations in composition will be such as are common in the reading of the year, or years, covered by the particular examination.

Suggestions Concerning Preparation

Exercises in translation at sight should begin in school with the first lessons in which Latin sentences of any length occur and should continue throughout the course with sufficient frequency to insure correct methods of work on the part of the student. From the outset particular attention should be given to developing the ability to take in the meaning of each word—and so, gradually, of the whole sentence—just as it stands; the sentence should be read and understood in the order of the original, with full appreciation of the force of each word as it comes, so far as this can be known or inferred from that which has preceded and from the form and the position of the word itself. The habit of reading in this way should be encouraged and cultivated as the best preparation for all the translating that the student has to do. No translation, however, should be a mechanical metaphor. Nor should it be a mere loose paraphrase. The full meaning of the passage to be translated, gathered in the way described above, should finally be expressed in clear and natural English.

A written examination can not test the ear or tongue, but proper instruction in any language will necessarily include the training of both. The school work in Latin, therefore, should include much reading aloud, writing from dictation, and translation from the teacher's reading. Learning suitable passages by heart is also very useful, and should be more practiced.

The work in composition should give the student a better understanding of the Latin he is reading at the time, if it is

prose, and greater facility in reading. It is desirable, however, that there should be systematic and regular work in composition during the time in which poetry is read as well; for this work the prose authors already studied should be used as models.

Greek

1. Xenophon's *Anabasis*, Book I, chaps. i-viii. The candidate will be expected to show a thorough mastery of forms, constructions and idioms such as are found in the prescribed portion of Xenophon, and to be able to write at sight simple Attic prose. 1 unit. Required for entrance to Greek 1.

2. *Anabasis*, Books II-IV, or Books II-III of the *Anabasis* and one book of Herodotus. The candidate will be expected to be able to write prose based on the vocabulary and constructions of the *Anabasis*. 1 unit.

Mathematics

1. *Algebra*. 1 1-2 units.

Knowledge of Elementary Algebra and of College Algebra (each studied one year) as far as logarithms, including factoring, common divisors, fractions, involution and evolution, theory of exponents, radicals, quadratics, progressions, and the binomial theorem.

2. *Geometry*. 1 unit.

Knowledge of Five Books of Plane Geometry—embracing the relation of straight lines, properties of rectilinear figures, the circle and related lines and angles, similar polygons, areas, regular polygons, and the measure of the circle.

Modern Languages

German. 1 unit.

(1) Thorough drill in pronunciation; (2) a practical knowledge of inflections and elementary principles of syn-

tax; (3) the reading of not less than 350 pages of easy German prose and verse.

French. 1 unit.

(1) Thorough drill in pronunciation; (2) a practical knowledge of inflections and the elementary principles of syntax; (3) the reading of not less than 350 pages of easy French prose.

Political Science

Geography.

In the preparation of students for the study of history, special emphasis should be placed on geography. The drawing of maps and the tracing of campaigns are very important. Both physical and political geography should receive attention. The student should be able to draw the maps usually found in school histories.

General History. 1 unit.

Thorough drill in the great events of the historic nations of the world. For Ancient History: Goodspeed's "History of the Ancient World" or West's "Ancient History" or Myers' "Ancient History." For Medieval and Modern History: Myers' "Medieval and Modern History." However, any good text-book on General History, of not less than 500 pages, will be accepted.

English History. 1-2 unit.

The student should be familiar with the leading events in English History, such as may be found in Cheney's "A Short History of England."

United States History. 1-2 unit.

The student should be familiar with the history of the United States as told in a text-book of not less than 300 pages.

Science

Physical Geography. 1-2 unit.

The entrance requirements in this subject include such elementary knowledge as may be obtained from a text-book like Tarr and McMurray's "New Physical Geography."

Physiology. 1-2 unit.

Preparation in human physiology should embrace the knowledge of the gross structure of the chief organs of the body and their functions in health, together with the general principles of personal and public hygiene. Such a book as Martin's "Human Body," Elementary Course, might be used in this course. No credit can be given for work in elementary physiology done in the grammar school grades.

Zoology. 1-2 unit.

The entrance requirements in this subject will be met by such a knowledge of animal structure and animal activities as may be obtained by the study of a manual like Jordan and Kellogg's "Animal Forms." The actual observation and study of specimens should be insisted upon.

Botany. 1-2 unit.

To meet the requirements in botany the student should know the general structure and functions of the great groups of plants, specimens of which he should study in a laboratory course. A serviceable text-book for this preparation is Bergen's "Elements of Botany."

Physics. 1-2 unit.

Entrance requirements in Physics will be met by the knowledge that may be acquired of the subject from the study of Hoadley's "Brief Course in Physics" or some book of similar grade.

Admission to Advanced Standing

Students bringing proper certificates of work done in other colleges of good standing will be given advanced credit for such work without examination, on the approval of the professor in whose department the advanced credit is sought, but at least one year's residence at the College will be required of every candidate for a baccalaureate degree. To students coming from secondary schools credit for advanced standing will be given only after examination, or the satisfactory completion of other work in the department in which credit is sought.

Schools

Instruction is given in the following Schools :

- I. LATIN LANGUAGE AND LITERATURE.
- II. GREEK LANGUAGE AND LITERATURE.
- III. ENGLISH LANGUAGE AND LITERATURE.
- IV. MODERN LANGUAGES.
 1. French Language and Literature.
 2. German Language and Literature.
 3. Spanish Language and Literature.
- V. MATHEMATICS.
 1. Solid Geometry and Trigonometry.
 2. Analytic Geometry.
 3. Differential and Integral Calculus.
- VI. APPLIED MATHEMATICS AND ASTRONOMY.
- VII. CHEMISTRY.
 1. General Chemistry.
 - (a) Inorganic Chemistry.
 - (b) Organic Chemistry.
 2. Applied Chemistry.
- VIII. BIOLOGY.
 1. General Biology.
 2. Botany.
 3. Zoölogy.
 4. Elementary Physiology.
 5. Geology.
- IX. PHYSICS.
- X. PHILOSOPHY.
 1. Psychology.
 2. Ethics.
 3. Logic.
 4. History of Philosophy.

XI. POLITICAL SCIENCE.

1. History.
2. Political Economy.
3. Constitutional Government.
4. Sociology.

XII. THE BIBLE.

XIII. EDUCATION.

XIV. LAW.

XV. MEDICINE.

1. Anatomy.
2. Physiology and Bio-Chemistry.
3. Bacteriology and Pathology.

XVI. PHYSICAL CULTURE.

I. SCHOOL OF LATIN LANGUAGE AND LITERATURE.

Professor H. McN. Poteat.

Professor Paschal.

Instructor Marsh.

To give the student ability to read and interpret the masterpieces of Latin literature with accuracy and ease is the primary purpose of this department. This can be gained only by a thorough mastery of the inflections, general structure, and peculiar idioms of the language. Therefore these matters are the subject of constant drill, while frequent tests, both oral and written, are made of the student's ability to translate. The passages set for this purpose are often at sight, but uniform in character with the text studied in class. The examinations sometimes consist altogether of sight work.

COURSE ob.—Five hours weekly.

CICERO.—Orations. Composition and Grammar. Designed for those students who enter conditioned on Latin. No credit is given for this course except on entrance deficiencies.

COURSE 0a.—Five hours weekly.

VIRGIL.—Æneid. Grammar and Composition. Designed for those students who enter conditioned on Latin. No credit is given for this course except on entrance deficiencies.

COURSE 1.—Five hours weekly. Prescribed for the B.A. degree. Admission to this class is by examination or certificate, but no student will be allowed to remain in the class if it becomes evident that he is not prepared for the work.

COMPOSITION AND GRAMMAR.—Mierow's Latin Syntax; Allen and Greenough's Grammar; original exercises.

LIVY.—Books I and II or XXI and XXII. Fall Term.

CICERO.—Select letters; Cato Major; lectures on Cicero and his times. First ten weeks of Spring Term.

HORACE.—Odes and Epodes (Moore). Second ten weeks of Spring Term.

COURSE 2.—Three hours weekly.

COMPOSITION AND GRAMMAR.—Bradley's Arnold's Prose; Allen and Greenough's Grammar; original exercises in the more difficult principles of Syntax.

TACITUS.—Germania and Agricola. Fall Term.

HORACE.—Satires and Epistles. First ten weeks of the Spring Term.

MARTIAL AND JUVENAL.—Second ten weeks of the Spring Term.

Lectures and papers on Roman Life.

COURSE 3.—Three hours weekly.

Lectures on Roman Literature, with readings.

Roman Literature of the Republic. Fall Term.

Roman Literature of the Empire. Spring Term.

COURSE 4.—Two hours weekly. Open to those students whose tastes lead them to special attainments in Latin, and to those who contemplate teaching.

The elements of Latin and how to present them. Syntactical analysis of one book of Cæsar's *De Bello Gallico*, one oration of Cicero, and one book of Virgil's *Æneid*. Brief résumé of Roman History and the History of Roman Literature.

COURSE 5.—Two hours weekly.

Roman Comedy and Satire.

Rapid reading of selected plays of Plautus and Terence.

Roman Wit and Humor. Fall Term.

Readings from Horace, Persius, Juvenal, Petronius. The origin and development of Satire. Spring Term.

II. SCHOOL OF GREEK LANGUAGE AND LITERATURE.

Professor Royall.

Professor Paschal.

COURSE 0.—Elementary Greek. Five hours weekly. Greek Grammar and one book of Xenophon's *Anabasis*. Designed for students who have taken no Greek before matriculating. No credit is given for this course except on entrance deficiencies.

COURSE 1.—Five hours weekly. Elective.

XENOPHON.—Books 2, 3 and 4 of the *Anabasis*; exercises based upon the text recently read, and arranged with a view to thorough drill in syntax, partly without a manual and partly in the use of Bonner's or Gleason's Greek Prose Composition, references being principally in Goodwin's Greek Grammar and Liddell and Scott's Greek English Lexicon (Intermediate).

HERODOTUS.—Selections from representative stories and from the history of the Persian invasions of Greece under Darius and Xerxes.

Botsford's History of Greece.

COURSE 2.—Three hours weekly. Elective.

ATTIC ORATORS.—Four orations of Lysias; Selections from Isocrates and Demosthenes; Greek Rhetoric; Athenian Legislative Bodies and Courts; original exercises, based chiefly on Lysias.

HOMER.—Two books of the *Iliad* and two of the *Odyssey*; outline study of each poem as a whole, with use of the

abridged version of the Iliad by Lang, Leaf, and Myers, and of the Odyssey by Butcher and Lang.

LITERATURE.—Jebb's Primer of Greek Literature; Capps's "From Homer to Theocritus"; informal lectures.

COURSE 3.—Two hours weekly. Elective.

DRAMA.—One tragedy of Sophocles; selections from Æschylus, Euripides and Aristophanes; lectures on the Drama; Rhythmic and Metric.

PLATO.—Apology and Crito; selections from Phædo and other dialogues; Lectures on Greek Philosophy.

COURSE 4.—Three hours weekly. Elective.

One of the following courses:

HOMER.—Reading and critical study of the entire Iliad or Odyssey.

PLATO.—The Republic—the whole work being carefully read.

Ten plays from Æschylus, Sophocles, and Euripides.

III. SCHOOL OF MODERN LANGUAGES.

Professor Gorrell.

The subjects taught in this School are the German, French, and Spanish languages and literatures.

The first year course provides a thorough training in grammar and syntax and requires three or four hundred pages of reading, sufficient to enable the student to translate these languages with accuracy and ease.

By the generosity of Mrs. W. H. Wiggs, of Atlanta, the department is furnished with a full phonographic outfit for conversational French and Spanish. It has been found by experience that thorough mastery of the sounds reproduced by the phonograph is of great value in securing facility of utterance and accuracy of pronunciation.

Students offering the equivalent of French I or German I, done in the high schools, will be required to stand an exami-

nation on these subject at or near the beginning of the session.

All students who take French I or German I must either present satisfactory certificates of having done the equivalent of French o or German o, or take the latter courses in College.

OUTLINE OF COURSES FOR 1913-1914.

German

GERMAN o.—(Counts only among requirements for admission.) Five hours a week during the year.

GRAMMAR AND COMPOSITION.—Bacon's German Grammar. Oral and written exercises.

READING.—Hewett's German Reader. Bacon's Im Vaterland.

GERMAN I.—Three hours a week during the year.

GRAMMAR AND COMPOSITION.—Bacon's German Grammar. Osthaus and Biermann's German Composition.

PROSE AND VERSE.—Bacon's Im Vaterland. Schiller's Wilhelm Tell. Goethe's Hermann und Dorothea. Heine's Harzreise.

GERMAN 2.—Two hours a week.

COMPOSITION.—Osthaus and Biermann's German Composition.

CLASSICAL LITERATURE.—Lectures on German literature up to the New High German period, followed by extensive readings from the works of Lessing, Goethe, Schiller, and Heine.

French

FRENCH o.—(Counts only among requirements for admission.) Five hours a week during the year.

GRAMMAR AND COMPOSITION.—Fraser & Squair's French Grammar. Oral and written exercises.

READING.—Kuhns' French Reading for Beginners. Dumas' Le Comte de Monte Cristo.

FRENCH 1.—Three hours a week during the year.

GRAMMAR AND COMPOSITION.—Fraser & Squair's French Grammar. Written exercises and blackboard drill.

PROSE AND VERSE.—Malot's *Sans Famille*; Hugo's *Les Misérables*; Sand's *La Mare au Diable*.

FRENCH 2.—Two hours a week.

COMPOSITION.—Frazer & Squair's French Grammar.

LITERATURE.—(1) The Study of French Drama: Corneille, Molière, Racine; (2) The study of French fiction. Extensive readings from the works of Mme. de La Fayette, Lesage, Dumas, Hugo, Balzac, Merimee, Maupassant, Halevy, Daudet, Zola, etc.

Spanish

COURSE 1.—Three hours a week.

COMPOSITION.—De Tornos' Spanish Method.

PROSE AND VERSE.—Ramsey's Spanish Reader, Galdos' *Dona Perfecta*; Alarcon's *El Capitan Veneno*.

COURSE 2.—Two hours a week.

Study of Spanish literature: Cervantes, Valera, Echegaray, etc.

IV. SCHOOL OF ENGLISH.

Professor Sledd.

Associate Professor Hubbell.

Requirements for admission to this department are given on page 45.

Students admitted on certificate to Course 1, whose work is found to be seriously deficient in the elementary principles of composition,—spelling, grammar, punctuation, and paragraphing,—will be required to make up the deficiency under a tutor.

COURSE 1.—Three hours a week. Prescribed for the B.A. and the B.S. degree. *Professor Hubbell.*

LITERATURE.—The Fall Term.—Long's English Literature, Newcomer and Andrews' Twelve Centuries of English Poetry and Prose, and Bulfinch's Age of Fable. Two plays of Shakespeare. One theme a week.

RHETORIC AND COMPOSITION.—The Spring Term.—After a brief review of Buehler's Grammar, this term is given to the study of composition. Canby's English Composition serves as the basis of the classroom work; but the special emphasis of the course is laid upon practice. Two themes a week are handed in. Considerable emphasis is laid upon argumentation; and the instructor endeavors to aid the members of the class in their work in the Literary Societies.

PARALLEL READING.—This part of the course is intended to serve the double purpose of familiarizing the student with the prose masterpieces of English literature, and of illustrating the principles of composition. This work extends over both terms and involves the study of the Essay, the Short Story, and the Novel. Twenty masterpieces are read during the year; and of these the student is required to write abstracts and criticisms at the direction of the instructor.

COURSE 1a.—Elementary Argumentation. One hour a week. Elective for B.A. degree. Open to all students, but designed primarily for first and second year men.

Professor Hubbell.

The purpose of the course is to supplement the work of the College Literary Societies. The work consists largely of debates, both oral and written, with particular attention to the questions debated in the Societies; but some attention is given also to declamation, reading aloud, and preparing speeches for special occasions. Foster's Essentials of Exposition and Argument and Shurter's Public Speaking, supplemented by parallel reading, are the text-books; but the emphasis is on the writing and delivery of speeches.

COURSE 2.—Three hours a week. Prescribed for the B.A. degree. Students who apply for admission to this course

will be required to stand an examination on all the subjects of Course 1. *Professor Sledd.*

SHAKESPEARE.—Critical study of the *Midsummer Night's Dream*, *Romeo and Juliet*, *Hamlet*, *Lear*, *Othello*, *Macbeth*, and *The Tempest*. Thirteen other plays are assigned for private reading and examination. The *Temple Shakespeare* is used in classroom, the *Cambridge Shakespeare* (Neilson) for outside reading. Macmillan's *Introduction to Shakespeare*. A set of Furness' *Variorum Edition* is accessible to students.

MILTON.—Rapid review of the *Minor Poems* and their mythology; careful study of the first six books of *Paradise Lost*, with readings from the remaining books; *Samson Agonistes* as a specimen of the *Classical Drama in English*. The *Cambridge Milton*. A good classical dictionary is necessary.

NINETEENTH CENTURY POETS.—Special study of Wordsworth and Tennyson.

COURSE 3.—Three hours a week. Elective to those who have completed Course 2. Some special form, or period, of literature is made the subject of extended study. The subject chosen for 1913-1914 is *American Literature*. Students who elect this course will be required to purchase a considerable number of books. *Professor Sledd.*

GENERAL HISTORY OF AMERICAN LITERATURE.—Some brief manual, such as that of Halleck, serves as the basis of lectures, while the student is required to read regularly in the works of Barrett Wendell, Tyler, Trent, Richardson, and Stedman.

PIONEER, COLONIAL, AND REVOLUTIONARY LITERATURE.—Trent and Wells' *Selections* (3 vols.), assigned reading in Stedman's *Library of American Literature*; Macmillan's *Early American Speeches and Epoch-making Papers*, Woolman's *Journal*, Franklin's *Autobiography*, *State Papers of Jefferson*, *Madison*, and *Hamilton*.

EARLY AMERICAN POETS.—Selected from Stedman's *Library of American Literature*.

EARLY PROSE WRITERS.—Selections from Stedman. Special study of Irving and Cooper.

NEW ENGLAND POETS.—Bryant, Emerson, Longfellow, Whittier, Holmes, and Lowell, in Page's Chief American Poets.

NEW ENGLAND PROSE WRITERS.—Emerson, Holmes, and Thoreau. Garnett's Life of Emerson.

HAWTHORNE.—Practically all of Hawthorne. Reading in Hawthorne and His Wife, and Lives by James, Woodberry, and Conway.

POE.—Some eight weeks will be given to Poe as poet, story-writer, and critic. Reading in Lives by Woodberry, Harrison, and others.

WHITMAN.—Selections in Page's Chief American Poets, supplemented by reading in Whitman's Prose. Perry's Life of Whitman.

LITERATURE IN THE SOUTH.—Trent's Southern Writers, with special consideration of Timrod, Hayne, Simms, and Sidney Lanier. Reading in Trent's Life of Simms and Mimms's Life of Lanier.

COURSE 4.—Three hours a week. Elective to those who have completed Course 2. Students may elect either 4a or 4b. Each course continues through the year.

4a.—The general purpose of this course is to give the student a knowledge of the principles of speech-writing. The instructor endeavors to supplement the work of the Literary Societies; hence the emphasis is on the preparation and writing rather than the delivery of speeches. *Professor Hubbell.*

The Fall Term.—Argumentation. Foster's Argumentation and Debating, Baker's Specimens of Argumentation, and Bouton's Lincoln and Douglas Debate are studied carefully. Many written and oral exercises are required; and a considerable amount of parallel reading is done in the speeches of Webster, Calhoun, Lincoln, Burke, and others.

The Spring Term.—After a brief study of the Oration, with Shurter's The Rhetoric of Oratory as the text, the work of this term is given to the study of the special forms of public speech other than the argument and the oration. Knapp and French's The Speech for Special Occasions and Baker's The Forms of Public Address are studied. Frequent oral and

written exercises are required; and Sears's *The History of Oratory* and the speeches of the great orators are read as parallel.

4b.—This is essentially a course in writing. An effort is made to develop in the student a sense of style. The study of masterpieces and practice in composition go hand in hand. *Professor Sledd.*

THE SHORT STORY.—The manuals of Albright, Brander Matthews, Esenwein, and Bliss Perry supply critical material. For study and practice, various collections of the short story are used, together with the current magazines.

THE ESSAY.—Bronson's *English Essays*, supplemented by material from English and American magazines.

COURSE 5.—Two hours a week. Elective. Open to those who have completed Course 2. Adapted especially to the needs of those who purpose becoming teachers of English. *Professor Hubbell.*

OLD ENGLISH.—Bright's *Anglo-Saxon Reader*.

CHAUCEER.—The *Globe Chaucer*, Root's *The Poetry of Chaucer*.

HISTORY OF THE LANGUAGE.—Greenough and Kittredge's *Words and Their Ways in English Speech*, Jespersen's *Growth and Structure of the English language*.

COURSE 6.—Two hours a week. Elective to those who have completed Course 2. *Professor Sledd.*

BROWNING.—Representative dramas and poems are studied, including *The Ring and the Book*. The *Camberwell Edition*, Sharp's *Life of Browning*, and Stopford Brooke's *The Poetry of Browning*.

MATTHEW ARNOLD.—Practically the whole of Arnold's poetry and selections from his prose will be studied.

MINOR VICTORIAN POETS.—Stedman's *Anthology*.

V. SCHOOL OF MATHEMATICS.

*Emeritus Professor Mills.**Professor Lanneau.**Professor Lake.**Associate Professor Jones.*

COURSE 1.—Five hours weekly. Prescribed for the B.A. and the B.S. degree. To take this course the student must show that he has completed at least one year's work on Elementary Algebra and one year's work on Higher or College Algebra; and that he is familiar with the Laws of Exponents, Radical Expressions, Quadratic Equations, Progressions, and the Binominal Theorem. He must also show that he has thoroughly mastered the Five Books of Plane Geometry.

FALL TERM.—Solid Geometry, and original exercises in Plane Geometry.

SPRING TERM.—Plane and Spherical Trigonometry three hours a week. Review of College Algebra two hours a week.

TEXT-BOOKS.—Phillips and Fisher's Geometry, Gore's Trigonometry, Wentworth's College Algebra.

COURSE 2.—Three hours weekly. A satisfactory examination on the work of Course 1 must be passed before a student will be allowed to take this course.

FALL TERM.—Analytic Geometry—Loci, the Line, the Circle, Systems of Coördinates.

SPRING TERM.—Analytic Geometry continued—the Parabola, Ellipse, Hyperbola, Higher Plane Curves, Figures in Space.

TEXT-BOOK.—Wentworth's Analytic Geometry.

COURSE 3.—Two hours weekly. For entrance on this course satisfactory examinations on Courses 1 and 2 are required.

FALL TERM.—Differential Calculus.

SPRING TERM.—Integral Calculus.

TEXT-BOOK.—Osgood's Calculus.

VI. SCHOOL OF APPLIED MATHEMATICS AND ASTRONOMY.

Professor Lanneau.

The subjects taught in this School are: Land Surveying, Mechanical Drawing, Descriptive Geometry, and Astronomy.

THE OBSERVATORY.

Is well located. Its dome rotates easily. Its 5-inch telescope is unusually complete in adjusting gear, is eqatorially mounted, and is moved by clockwork to synchronize with the stars. The more important attachments provided are: a Helioscope, a Filar-Position Micrometer, and a Spectroscope.

THE FIELD OUTFIT.

Includes instruments of best grade—Surveyor's Compass, with Vernier and Out-keeper; Steel Chains and Pins; Ranging Rods; Engineer's Level with 20-inch Telescope; Leveling Rods, reading to one-thousandth of a foot; Sextant and Mercurial Horizon; Surveyor's Transit, with vertical arc, stadia, latitude level, and solar attachment.

THE DRAFTING ROOM.

Is equipped with good tables with locked drawers for instruments and materials.

COURSE I.—*Compass Surveying, Leveling, and Mechanical Drawing.*—Four hours a week in recitation and drawing, and two hours a week in field work. Counting five in the requirements for degree.

To enter this course a good knowledge of Trigonometry is required. It includes the exact adjustment of the various instruments as well as their use in the field.

The field work embraces problems of heights and distances; surveys and resurveys; the dividing of land as required, surface section and cross-section, leveling, etc.

Special attention is given to office work—plotting the field notes, and calculating and discussing the results.

TEXT-BOOKS.—Barton's Surveying, Anthony's Mechanical Drawing.

COURSE 2.—*Transit Surveying and Descriptive Geometry*.—

Five hours a week in recitation and drawing, and two hours a week in field work. Counting six in the requirements for degree.

FALL TERM.—Transit Surveying, Descriptive Geometry, Orthographic Projection Drawing.

SPRING TERM.—Transit Surveying, Descriptive Geometry, Curved Surface Drawing.

TEXT-BOOKS.—Barton's Surveying, Church and Bartlett's Descriptive Geometry.

COURSE 3.—*Astronomy*.—Three hours a week the entire session.

To take this course requires familiarity with Mathematics, and Physics 1. It embraces, however, more of the physical than of the mathematical—more of the "New Astronomy." The subject is developed by frequent lectures, by telescopic and outdoor observations, and by classroom illustrations with the Professor's recently designed apparatus called the Cosmoid.

The aim in this course is—by text, lecture, telescope, and Cosmoid—to acquaint the student with stellar facts and cosmic theories, and to lead him into a satisfactory and ennobling knowledge of the material universe.

TEXT-BOOK.—Young's Manual of Astronomy.

REFERENCES.—Young's General Astronomy, The Nautical Almanac, Langley's New Astronomy, Moulton's Introduction to Astronomy, Loomis's Practical Astronomy.

VII. SCHOOL OF CHEMISTRY.

*Professor Brewer.**Instructor Johnson.**Instructor Rodwell.*

COURSE 1.—A year's course of descriptive chemistry, consisting of both classroom and laboratory work. Three hours a week for lecture and recitation, and two hours a week for laboratory work throughout the year. Prescribed for the B.A. and B.S. degrees.

LECTURES AND RECITATIONS.—These include discussion of the more common metals and nonmetals and their compounds. Fundamental principles of the science are presented as far as possible with a class taking the subject for the first time. Theory is discussed after the facts on which it rests. With this in view, a few typical elements are selected for study which are not only inherently interesting and important, but also furnish data needed in the statement of laws and theories. After this introduction, the order of study is that required by the Periodic Law. Lectures are illustrated as fully as possible by experiments. Weekly written quizzes are given.

LABORATORY.—Each student is required to have a set of apparatus and to make experiments for himself, with the aid of the manual. Instructors are always present to aid in case of necessity. In setting up his own apparatus and collecting the necessary chemicals, he becomes intimately acquainted with every detail of the experiment. A careful record of laboratory work is required. This must be made while the experiment is going on, and submitted to an instructor for examination and criticism. The time is devoted to the preparation of the elements and some of their compounds and to the determination of their properties. The last few weeks of the session are given to a brief introductory course in qualitative analysis.

COURSE 2.—A year's course in organic chemistry. Two hours a week for lecture and recitation, and four hours a

week for laboratory work throughout the year. Elective, counting four in the degree courses. Course 1 is prerequisite.

LECTURES AND RECITATIONS.—These are devoted to the discussion of the hydrocarbons and their derivatives. The subject is studied from both its practical and theoretical points of view. While time is given to the consideration of the structure and relations of organic compounds, proper emphasis is also placed upon the study of the occurrence, manufacture, properties, and applications of commercial products, including such common substances as chloroform, ether, alcohol, beverages, vinegar, glycerine, nitro-glycerine, fats, soaps, sugar, starch, cellulose, guncotton, benzene, carbolic acid, aniline dyes, indigo, alkaloids, etc., etc.

LABORATORY.—For the first five months time is given to qualitative analysis. After preliminary study of the reactions involved and the methods of separation and identification of the more common metals and acids, each student is given a different series of mixtures of unknown substances and required to ascertain by analysis the content of each. The remaining four months are devoted to the preparation of organic compounds illustrating the lectures of this course.

COURSE 3.—A laboratory course in quantitative analysis. Eight hours of laboratory work per week for the year. Elective, counting four in the degree courses. Courses 1 and 2 are prerequisite.

The time is devoted to the study of standard gravimetric and volumetric methods of estimating the common bases and acids.

VIII. SCHOOL OF BIOLOGY.

Professor Poteat.

Instructor Ives.

COURSE 1.—*General Biology.*—The object of this course is to present the fundamental facts of the structure and the functions of animals and plants. It consists of a course

of lectures and of a laboratory course. The lectures present, among other subjects, the structure and activities of the cell, the phenomena of movement, irritability, metabolism, reproduction, heredity, the origin of living forms, together with the embryology of particular organisms. The laboratory supplies material for study, the necessary reagents, and a compound microscope for each student.

Three hours a week for lecture and recitation, and two for laboratory work throughout the session. Prescribed for the B.S. and B.A. degrees.

To be purchased by the student: Magnifier and dissecting set. Boyer's Elementary Biology. In the special library lodged in the building the student may consult the usual manuals and reference books.

COURSE 2.—Botany.—This course begins with a study of typical representatives from the several groups of Algæ. The Fungi are next taken up, and forms from the succeeding groups of plants, including the Angiosperms, are studied. The easy gradation from the lower to the higher types is shown. Plant Physiology is studied hand-in-hand with plant morphology. A large part of the material is to be collected by the student under the direction of the Professor.

Four hours a week for lecture and laboratory work throughout the session. Elective, counting four in the degree courses, and offered only to students who have taken Course 1 of this School.

To be purchased by the student: Dissecting set and magnifier; Stevens' Introduction to Botany; Coulter, Barnes and Cowles' Text-book of Botany. The laboratory is supplied with numerous books of reference.

COURSE 3.—Zoology.—This course is designed to give the student an idea of the animal series by studying representative types from the Protozoa to the higher Vertebrates. Emphasis is placed on the economic relations of

animals to man. The study of animal activities, including observations of the regenerative process in a few forms, goes forward in connection with the study of animal structure. Material is furnished showing the cleavage stages and early development of certain forms. The student is expected to obtain, when it is possible, the living material in its native environment on excursions made under the direction of the Professor.

Four hours a week for lecture and laboratory work throughout the session. Elective, counting four in the degree courses, and offered only to students who have taken Course 1 of this school.

To be purchased by the student: Dissecting set and magnifier; Parker and Haswell's Text-book of Zoölogy. Numerous books of reference may be found in the laboratory.

COURSE 4.—*Elementary Physiology.*—This course is intended to give a general knowledge of the parts and activities of the human body. The laboratory supplies a human skeleton and numerous microscopical preparations of the various tissues which are used in demonstrations by the Professor.

Two hours a week for lecture and recitation during the fall term. Elective for the B.A. and the B.S. degrees.

Martin's Human Body (Briefer Course) is to be purchased by each student.

COURSE 5.—*Geology.*—This course begins with the study of the chief rock-forming minerals, after which are taken up the general principles of Geology. The latter part of the course deals with the records of early life. The work includes practical exercises in the field.

Two hours a week throughout the session. Elective for the B.A. and the B.S. degrees.

IX. SCHOOL OF PHYSICS.

Professor Lake.

The courses of this department are as given below. The texts named are those last used and are intended to indicate the character and scope of the work in the courses; right is reserved to make changes in them whenever the best interest of the classes may demand it.

The lectures of the classroom are based upon previously assigned portions of the texts, and are supplemented by quizzes, both oral and written, and problems, worked by the classes.

Laboratory work, which accompanies each course, is done under the personal supervision of the Professor, who renders assistance only when it is needed. From the beginning stress is laid on the formation of correct experimental habits. Students are required to make orderly records of their experiments in books kept for the purpose, and these books are regularly examined and returned to them with criticisms and suggestions.

COURSE I.—Three hours a week for lectures and recitations, and two hours a week for laboratory work. Prescribed for the B.A. and the B.S. degrees.

The objects of this course are to furnish general culture and to prepare students for more advanced work. It embraces all the branches of General Physics—Mechanics, Heat, Electricity and Magnetism, Sound, and Light. Stress is laid upon the leading phenomena and fundamental laws and principles. Lectures are freely illustrated by experiment. The working of problems is an important part of the course. A knowledge of Mathematics 1 is required for entrance.

TEXT-BOOKS.—Wentworth and Hill's *Physics* (Revised), Stone's *Experimental Physics*.

COURSE 2.—Three hours a week for lectures and recitations and two hours a week for laboratory work. Elective, counting four in the degree courses.

This class continues the study of General Physics. The treatment is more advanced and more mathematical than in the previous course. Prerequisites for entrance are Physics 1, and Mathematics 2.

TEXT-BOOKS.—Reed and Guthe's College Physics; Jackson's Elementary Electricity and Magnetism; Sabine's Manual; Ames and Bliss's Manual.

COURSE 3.—Three hours a week for lectures and two hours a week for laboratory. Elective, counting four in the degree courses.

For the benefit of those who wish to continue the study of Physics, special courses are offered in Mechanics, Light, and Electricity. The course in Mechanics is offered every year and is accompanied alternately by the course in Light and the course in Electricity.

The laboratory work is of an advanced nature, and consists of selected exercises, which require the use of instruments of precision. Prerequisites for admission to this course are a good working knowledge of Differential and Integral Calculus, and the completion of Courses 1 and 2 in Physics.

TEXT-BOOKS.—Jean's Theoretical Mechanics; Preston's Theory of Light; Franklin and Williamson's Alternating Currents.

X. SCHOOL OF PHILOSOPHY.

Professor Taylor.

COURSE 1.—Three periods a week. Required for the B.A. and the B.S. degree. Lectures supplemented by text-books. Frequent written quizzes.

- a. Psychology.
- b. Logic.
- c. Ethics.

An abstract of Hunter's History of Philosophy must be submitted by April 15th.

COURSE 2.—Metaphysics and History of Philosophy. Two periods a week. Elective for the B.A. degree.

[Text-books for 1913-'14 to be announced.]

XI. SCHOOL OF POLITICAL SCIENCE.

Professor Sikes.

The aim of the courses in History is to secure familiarity with great movements, to show the gradual evolution of civilization, and the unity of all history. The past is studied sympathetically and comparisons are made with the present.

In Political Economy the student is urged to independent thinking and thorough research. He is trained to form his own conclusions. Perfect independence of thought is encouraged. The subjects emphasized are practical, such as will probably be met in life.

As an aid to this work the Library is supplied with governmental reports, books and magazines bearing on such subjects.

Instruction is by text-books, lectures, parallel reading, quizzes, and written reports.

HISTORY.

COURSE 1.—Three hours a week. Monday, Wednesday, and Friday. Required for B.A. and LL.B. This course is a prerequisite for entrance to any other classes in Political Science.

BIOGRAPHY.—A representative man of various nations is studied in detail—such as Pericles, Hannibal, Cæsar, Charlemagne, and Luther.

REFORMATION.—Renaissance, Power of the Papacy, Reformation in the different States of Europe, Leaders.

MODERN HISTORY.—Especial emphasis is placed on the French Revolution and the nineteenth century in Europe.

COURSE 2.—Two hours a week. Tuesday and Thursday. Elective for B.A. Adapted to advanced students.

HISTORY OF POLITICAL PARTIES.—Formation of Parties, History of Parties in United States.

AMERICAN POLITICAL THEORIES.—Revolution, Federalism, Democracy of Jefferson and Jackson, Theory of Slavery, Calhoun and States' Rights, Civil War and Reconstruction, Present Tendencies.

BIOGRAPHIES.—Hamilton, Jefferson, Jackson, Douglas, and others.

CONSTITUTIONAL GOVERNMENT.—Three hours a week. Monday, Wednesday, and Friday. Elective for B.A. Required for LL.B.

ENGLISH AND AMERICAN GOVERNMENT.—Local and County Government, Legislature and Legislative Procedure, Executive, Judiciary, and the organization of political parties.

POLITICAL ECONOMY.

COURSE 1.—Three hours a week. Monday, Wednesday, and Friday. Required for LL.B. Elective for B.A. and B.S. Recommended to second year students.

OUTLINES OF ECONOMICS.—A study of Economic Theory, and the General Principles of the Science, such as value, rent, wages, production and distribution. Ely: *Outlines of Economics*.

TRUSTS AND MONOPOLIES.—Origin, growth and influence of great combinations; their economics, dangers, and methods of regulation. Clark: *The Problem of Monopolies*.

AGRICULTURAL ECONOMICS.—Land, labor, size of farms, land-owning, sale of farm products, tenancy, and similar problems are examined. Carver: *Problems of Rural Economics*.

TRANSPORTATION.—Railway history, rates, and ownership—water transportation and electric lines.—Johnston.

INSURANCE.—Theory, Meaning of Terms, Kinds of Policies. Gephart: *Principles of Insurance*.

COURSE 2.—Two hours a week. Elective for B.A. Course 1 prerequisite. This course will stress certain subjects that have been treated briefly in Course 1, such as Money and Banking, Monopoly and Trusts, Tariff and Insurance.

P.

SOCIOLOGY.

COURSE 1.—Two hours a week. Tuesday and Thursday. Fifth period. Elective. Recommended for Seniors, especially prospective students in law and the ministry.

TEXT-BOOKS.—Blackmar's Sociology, and Smith's Social Pathology.

XII. SCHOOL OF THE BIBLE.

Professor Cullom.

Professor Royall.

The work of this School is a part of the regular work of the College, and is in no sense a theological annex. There are six courses in the School open to students.

The text of the American Revision of the English Bible is the basis of the work in the Bible classes of this department. Handbooks, maps, and the Library are used, but always with direct reference to the text itself. The work of the text-book is supplemented by informal lectures designed to broaden the view, to show the relation of the books to each other and to the contemporary history, and to leave a definite impression as to the unique character of the Bible as a history of God's revelation of Himself to man.

COURSE 1.—*The Old Testament.*—Three hours a week one year. Elective. The work of this class tries to accomplish four things during the year: (1) To get a *clear and consecutive view of Old Testament history*. In getting this, the story of the Hebrew race and of their institutions as told by themselves is followed from Abraham to Nehemiah as the main line of study; and along with this, the conditions and move-

ments of other nations and countries are studied incidentally in so far as they have any bearing on the development and history of the Hebrews. (2) *The personality and the message of the several Hebrew prophets* are studied in their particular settings, and the particular conditions with which they had to deal are discussed freely as sidelights to this personality and message. (3) *Hebrew poetry*. This subject is studied long enough to get an insight into the purpose and point of view of the several poetical books, and a few of the poems are studied as sample expressions of universal heart experiences. (4) *The Messianic ideal*, as a fundamental conception running through all the books and linking them together into a unique whole, is followed and studied with as much thoroughness as the time at our disposal will permit.

Professor Cullom

COURSE 2.—*The New Testament*.—Two hours a week for one year. Elective. The work of this class also will be divided into four sections: (1) *Introduction*.—The political, social and religious life of the Jews for three centuries immediately preceding the Christian era will be examined with a view to preparing the student for an intelligent appreciation of New Testament conditions. (2) *The Life of Christ*.—The student is expected to acquire a consistent view at first hand of the person and teachings of Jesus as they appear in the four Gospels. (3) *The Apostolic Age*.—The beginning of Christianity as a life and as a system of teaching will be studied here as they are brought out in the Book of Acts, and in the Epistles. (4) *Exegesis of one of Paul's epistles or the study of some other great subject of fundamental interest to the New Testament student*. This section of our work is varied from year to year according to circumstances. The work at this point for the past session consisted of a careful study of Dr. Peabody's *Jesus Christ and The Social Question*.

Professor Cullom.

COURSE 3.—*Christian History*.—Two hours a week for one year. Elective. This course is offered for the first time in 1913-1914. Its general purpose is to take up the stream of Christian life and growth at the close of the New Testament

period, trace its development through the succeeding centuries, and to leave the student in possession of the main facts as to the persons and movements that have given us our present-day Christendom.

Professor Cullom.

COURSE 4.—*Religion*.—Three hours a week for one year. Elective. This course is here offered for the first time. It will embrace four sections: (1) The fundamental place of religion in human life. That religion is an essential part of a normal human being is the thesis of this section of the course. (2) A candid study of the principal non-Christian religions of the world—what they are, what they have done, and their present situation and prospects. (3) The Christian thesis—what it is and to what extent it has justified its claim. (4) “The Soul’s competency under God”—the controlling principle of the individual Christian and of the church in its approach to men.

Professor Cullom.

COURSE 5.—*The Hebrew Old Testament*.—Three hours a week. Elective for the B.A. degree in Group 3. The class is expected to master Harper’s Elements of Hebrew, along with the Hebrew Method and Manual, and to acquire such facility in reading from the historical books of the Old Testament as to be able to use commentaries on the Hebrew text, and to begin the work of Hebrew exegesis.

Professor Cullom.

COURSE 6.—*The Greek New Testament*.—Three hours a week. Elective. The object of the course is to enable students of classic Greek to acquire a knowledge of the New Testament idiom.

TEXT-BOOKS.—Wescott and Hort’s New Testament in Greek; Burton’s New Testament Moods and Tenses; Robertson’s Grammar of the Greek New Testament; Thayer’s Lexicon.

Professor Royall.

XIII. SCHOOL OF EDUCATION.

Professor Highsmith.

In this School an effort is made to ground the student in the fundamental principles of the science of education with the purpose of giving him a sound basis for the art of teaching and school management. As far as possible concrete illustrations of the theory are worked out in actual practice so that the student may see the relation between the science and the art. To this end the history of education is studied as the evolution of thought, with special reference to the positive and the negative value of past theories and their bearing on present problems; while psychology in its application to the schoolroom is presented as the basis of all rational method.

An arrangement has been made whereby those students of Education who desire to become teachers may do practice work in the Wake Forest public schools.

COURSE 1.—Three hours a week. Elective.

SCHOOL ADMINISTRATION.—Courses of study, examinations, grading, records, incentives, ventilation, hygiene, duties of superintendents, of principals, of teachers, the school board in its executive and legislative functions, the decoration and equipment of school buildings, school law, the relation of the municipal, State and National governments to education.

TEXT-BOOKS.—Salisbury, *School Management*. Dutton and Snedden, *Administration of Public Education in the United States*. Perry, *Outlines of School Administration*.

COURSE 2.—Three hours a week. Elective.

EDUCATIONAL PSYCHOLOGY.—*Fall Term*. The general theory and process of mental development. The psychology of method, and the various studies and disciplines. Imitation, impulse, heredity, interest, suggestion, attention, perception, imagination, memory, conception, apperception, the feelings, the volitions, and their relations to education.

TEXT-BOOKS.—Thorndike, Principles of Teaching. Bagley, The Educative Process.

METHOD IN EDUCATION.—*Spring Term.* The principles of general method. Special methods of teaching reading, spelling, arithmetic, geography, history, grammar, and English literature in the common school.

TEXT-BOOKS.—McMurry, Elements of General Method. Bender, The Teacher at Work. Strayer, A Brief Course in the Teaching Process.

COURSE 3.—Two hours a week. Elective.

THE HISTORY OF EDUCATION.—Primitive and Oriental education. Greek and Roman education. Early Christian education and its bearing on thought and activity. The Great Teacher and the Christian Fathers. Monasticism. Mysticism and Chivalry. Scholasticism and the Rise of Universities. The Renaissance and Humanism. The Reformation and education. Realism in education as typified by Erasmus, Milton, Montaigne, Bacon, and Comenius. Rousseau and the naturalistic tendency in education. Pestalozzi, Froebel, Herbart, and the psychological tendency. Herbert Spencer, Huxley, and the scientific tendency. The sociological tendency. The present eclectic tendency.

TEXT-BOOKS.—Monroe, Text-book in the History of Education. Dexter, History of Education in the United States.

PARALLEL READING.—Rousseau, Emile. Froebel, Education of Man. Painter, Great Pedagogical Essays.

COURSE 4.—Two hours a week. Elective.

CHILD STUDY.—A course on the physical and mental development of children. It is designed to present the facts, so far as they have been scientifically ascertained, concerning the nature and development of the mind during childhood and adolescence, with special reference to the meaning of these facts to the teacher.

TEXT-BOOKS.—Kirkpatrick, Fundamentals of Child Study. O'Shea, Social Development and Education.

(This course may be taken with profit as preparatory work to Education 2, and also to Philosophy, Course 1.)

COURSE 5.—Two hours a week. Elective. (Open only to Seniors and Graduate Students.)

PHILOSOPHY OF EDUCATION.—The purpose of this course is an examination of the philosophical, historical, ethical, and psychological principles which underlie a scientific theory of education. The course embraces such topics as follow: The meaning and aim of education; evolution and idealism as bases of education; personality and environment; the individual and society; the principles of moral instruction; democracy and education; the function of the school as a social institution; the course of personal development; the course of study.

TEXT-BOOKS.—Horne, *Philosophy of Education*. Bolton, *Principles of Education*. Monographs on educational topics.

COURSE 6.—One hour a week. Elective.

SUNDAY SCHOOL METHOD AND ADMINISTRATION.—The Sunday School is the chief agent of the church in the performance of its teaching function. The aim of this course is to train men for leadership in administering the affairs of the modern Sunday School. The course of study is that indicated by the Sunday School Board of the Southern Baptist Convention.

XIV. SCHOOL OF LAW.

WILLIAM L. POTEAT, M.A., LL.D., *President*.

WALTER SIKES, M.A., Ph.D., *Professor of Political Science*.

NEEDHAM Y. GULLEY, M.A., *Professor of Law, and Dean of the Department*.

EDGAR W. TIMBERLAKE, B.A., LL.B., *Professor of Law*.

ADMISSION.

The marked tendency of the age is toward thorough equipment for every profession. This is especially true in the Law. Therefore every young man intending to study law should take as thorough and complete a collegiate course as his circumstances will allow. No lawyer can succeed who

can not write and speak correctly, and is not familiar with elementary mathematics.

Admission to Advanced Standing.—Applicants for admission to advanced standing as members of the second-year class must meet the educational requirements specified for admission to the first-year class, and must pass satisfactory examinations on all the law work of the first year. Those having license to practice law or coming from other law schools of approved standing will be admitted without examination.

Admission as Special Students.—Applicants may, in the discretion of the Faculty, be admitted to the Law School as special students, and may elect such work as they desire, subject to the permission of the professors whose subjects are selected, but they shall not be candidates for a degree.

COURSES OF INSTRUCTION.

The courses of instruction extend through three years of nine months each. The object of the Law School is to afford a thorough training in the fundamental principles of the common law of England as modified by the statutes of the State. Instruction is carried on by the diligent study of text-books, selected cases, lectures, discussions, and quizzes.

FIRST YEAR.

COURSE I.—Five hours a week. *Professor Gulley.*

Fall Term.—Blackstone's Commentaries (Lewis), including Domestic Relations, Personal Property, Wills, Executors and Administrators, selected cases.

Spring Term.—Criminal Law, Bigelow on Bills, Notes and Cheques, Tiffany on Sales, Cooley's Constitutional Law, Connor and Cheshire on Constitution of North Carolina, selected cases.

COURSE 2.—Five hours a week. *Professor Timberlake.*

Fall Term.—Clark on Contracts, Huffcutt on Agency, selected cases.

Spring Term.—Bigelow on Torts, Hale on Bailments and Carriers, selected cases.

SECOND YEAR.

COURSE 3.—Five hours a week. *Professor Gulley.*

Fall Term.—Adams' and Bispham's Equity, selected cases. Common Law and Equity Pleading.

Spring Term.—The Code of Civil Procedure, Jones on Evidence, selected cases.

COURSE 4.—Five hours a week. *Professor Timberlake.*

Fall Term.—Hopkins on Real Property, selected cases.

Spring Term.—Clark on Corporations, Municipal Corporations, Gilmore on Partnership, selected cases.

THIRD YEAR.

COURSE 5.—Five hours a week. *Professor Gulley.*

Fall Term.—Clark's Criminal Procedure, Bryant on Code Pleading, Long on Federal Procedure, selected cases.

Spring Term.—Childs on Guaranty and Suretyship, Remington on Bankruptcy, Conveyancing, Liens, Sedgwick on Damages, Conduct of Lawsuit, selected cases.

COURSE 6.—Five hours a week. *Professor Timberlake.*

Fall Term.—Minor on Conflict of Laws, Wilson on International Law, selected cases.

Spring Term.—Hughes on Admiralty, Howe's Civil Law, Insurance, Banking, Sharswood's Legal Ethics, selected cases.

EXAMINATIONS.

Thorough written examinations are held when a subject is completed, and at the end of the term an examination is given on the whole work of the term.

DEGREE OF BACHELOR OF LAWS.

The degree of Bachelor of Laws (LL.B) is conferred by the College on applicants who have successfully completed

the whole work of the School of Law, together with History, Course 1, Political Economy, Course 1, and Constitutional Government. Candidates for this degree are required to prepare a thesis on some subject selected by the professor. No student is allowed to graduate except after three years of actual resident study, except in case of admission to advanced standing.

PRACTICE COURTS.

Practice courts are held on Saturday night. All students are required to attend and take part in the work. The purpose of these courts is to familiarize the students with all the details of actions, both civil and criminal, from the issuing of process to final judgment.

THE LIBRARY.

In a room adjoining the lecture room is the law library. This is open every afternoon to enable students to consult the various authorities on subjects under consideration.

EXPENSES.

Students in the Law School pay the same tuition and fees as other college students and are entitled to the same privileges, and they may, without extra charge, take work in other college classes.

SUMMER SCHOOL OF LAW.

The summer school in Law begins on the fourth day of June, and continues till the Supreme Court examination.

The subjects taught and the mode of instruction are, as nearly as practicable, the same as those for the first year of the regular College session. Special attention is given to preparing young men for examination on the course prescribed by the Supreme Court of North Carolina.

Students completing all courses of the Summer School may be credited with five hours on the B.A. degree.

The fee for admission to all courses in the Summer School is twenty dollars, payable in advance.

Further information may be had by application to Professor Gulley.

XV. SCHOOL OF MEDICINE.

WILLIAM L. POTEAT, LL.D., *President.*

JOHN BREWER POWERS, M.A., M.D., *Professor of Bacteriology and Pathology.*

WILLIAM TURNER CARSTARPHEN, B.A., M.D., *Professor of Physiology.*

EDWARD S. RUTH, M.D., *Professor of Anatomy.*

CHARLES E. BREWER, Ph.D., *Professor of Chemistry.*

JAMES L. LAKE, M.A., *Professor of Physics.*

JUDSON D. IVES, M.A., *Instructor in Biology.*

ELIAS D. JOHNSON, *Instructor in Chemistry.*

CLYDE E. RODWELL, *Instructor in Chemistry.*

INTRODUCTORY STATEMENT.

Realizing the need of economy in time and money on the part of students who contemplate the study of Medicine, Wake Forest College, in compliance with a constant and increasing demand, established the School of Medicine in May, 1902. The eight years of work required for the baccalaureate and the medical degree is frequently too severe a tax on the nervous and the financial capital of deserving students; and of late years many remedies have been suggested. The suggestion which has received the strongest support and which this School adopts is to combine academic and medical training in such a way as to preserve the advantages of each, and at the same time make it possible for students to graduate with the baccalaureate degree and the medical degree in six years. This suggestion was first made practical by several of the larger universities, and the work

of this school is organized according to this plan. Two years time and expense are thus saved.

REQUIREMENTS FOR ADMISSION.

The requirements for admission to the College are set out at page 43.

No student is admitted to any of the classes of the School of Medicine until he has completed two years work in college classes or its equivalent. See prescribed course for Bachelor of Science, page 96.

AIM AND SCOPE OF THE SCHOOL OF MEDICINE.

This School undertakes to teach only those branches of medicine which can be taught as thoroughly in the small village as in the large city, namely, the laboratory studies in medicine, which form the pure science foundation of the professional course. These studies are Anatomy, Physiology, Biology, Chemistry, Physics, Pharmacology, Histology, Bacteriology, and Pathology. This work has been made much easier by the advances in the manufacture of apparatus and in the methods of preserving material, and is simply an extension, in a special direction, of scientific work which the College has done for years. Introductory courses are given in Physical Diagnosis, Medicine, Obstetrics, and Surgery.

RECOGNITION OF THE WORK OF THE SCHOOL OF MEDICINE.

Certificates of recommendation for advanced standing in medical colleges are given to those students only who have completed this two-year medical course and either the Bachelor of Science or the Bachelor of Arts course. The students who have completed the courses of this School are admitted to advanced standing without examination in most of the medical colleges of the country.

Membership in the Association of American Medical Colleges and admission to the list of "registered" medical schools

issued by the Regents of the University of the State of New York, insure to our students the same recognition accorded to students from any other college.

EQUIPMENT OF THE SCHOOL OF MEDICINE.

The School of Medicine is well equipped with suitable laboratories, apparatus, and material. The Alumni Building, constructed especially for laboratory purposes, is 65 by 80 feet, and three stories high. In it are the Anatomical, Physiological, Histological, Bacteriological, Pathological, and Biological laboratories. Beside there there are private laboratories for the professors. The equipment of these laboratories, both in apparatus and in material, is adequate.

EXPENSES.

Students of the School of Medicine pay the same tuition and general college fees as other students and are entitled to the same privileges, and they may, without extra charge, take work in other departments.

DEPARTMENT OF ANATOMY.

Professor Ruth.

Assistant McClendon.

The anatomical laboratory is located on the third floor of the Alumni Building and is adequately equipped with charts, skeletons, separately mounted bones and joints.

For the course in osteology, which covers three weeks, all members of the first-year class are provided with a skeleton, for the study of the individual bones. The remainder of the session is devoted to dissecting at least three parts of the body.

The second-year class dissects fifteen hours a week and completes the work in Anatomy at the end of the first term.

FIRST YEAR.

COURSE 1.—*Osteology Laboratory*.—Sixteen hours a week for the first three weeks of the session. All the bones of the body are carefully studied in detail.

COURSE 2.—*Gross Anatomy Laboratory*.—Dissection of head, thorax, and abdomen. Sixteen hours a week for the remainder of the session, with recitations.

COURSE 3.—*Embryology, Microscopical Laboratory*.—Four hours a week fall term, 6 hours a week spring term. Consists of a preliminary study of the general processes of development in the vertebrates. The early development of the chick will be studied, followed by the developing organs of the pig.

Professor Ruth.

SECOND YEAR.

COURSE 4.—*Microscopical and Gross Anatomy* of the central nervous system and sympathetic system. Fifteen hours a week for the first three weeks of the session.

COURSE 5.—*Gross Anatomy*.—Dissection of the upper extremities and lower extremities, with review of the head, thorax and abdomen. Fifteen hours per week for the remainder of the fall term.

TEXT-BOOKS.—*Anatomy*, Piersol; *Cunningham, Dissector*, Vols. I and II; *Pharmacy*, Cushing.

Professor Ruth.

DEPARTMENT OF PHYSIOLOGY AND BIO-CHEMISTRY.

Professor Carstarphen.

Assistant Lane.

The course in Physiology extends over the first two years of medicine. During the first year, the work includes the study of living matter, the chemic composition of the human body, and the reaction of living tissues to external agents. The main object in this study is to familiarize the student with the experimental method in physiological research. The student is taught the elementary physiology of muscle and nerve tissue, as demonstrated on the frog or turtle, in preparation for the practical work of the second year.

During the second year, the principles of Physiology are studied theoretically and practically. Experimental work in the laboratory is given prominence in order that the student may be trained in accurate observation and be brought into close practical relation with the subject. Occasion is taken from time to time to make references to the application of physiology in medical and surgical practice.

A new laboratory, well equipped for the performance of the work, is now open to those who take the course. This department occupies a part of the third floor of the medical building, including the Physiological laboratories, lecture rooms and private laboratories, also a large chemical laboratory in the chemical building.

FIRST YEAR.

COURSE 1. *Physiology*.—One hour of lecture, quiz or laboratory per week throughout the first year.

The first few lectures are devoted to a review of those principles of electricity which are of importance to the medical student. The physiology of muscle and nerve as outlined in the practical text-books will be followed, with introductory lectures leading up to and through the physiology of digestion.

Professors Carstarphen and Lake.

SECOND YEAR.

COURSE 2.—*Advanced Physiology*.—Three hours of lecture and four hours of laboratory per week throughout the year.

The work consists of lectures and recitations, accompanied by demonstrations before the class, of experiments illustrating the important principles of Physiology. The subject taken up includes the physiology of blood and lymph, of the organs of circulation, of respiration and digestion, and secretion. During the spring term the subjects of study are: heat production and regulation, the physiology of the central nervous system, and finally the anatomy and physiology of the organs of special sense.

Four hours per week of experimental laboratory work are given throughout the course. This laboratory course consists

of the performance of all the important fundamental experiments in Physiology. Opportunities are afforded for physiological research. The class works in groups of three or four, each group being supplied with a kymograph, inductorium and other apparatus necessary for the work. Each student is required to preserve a record of his experiments and observations in a note book which is examined and criticized weekly, and constitutes part of the work on which his grade is based. A final examination is held when the subject is completed. The examination is written and practical.

Professor Carstarphen.

COURSE 3.—*Bio-chemistry*.—Two hours of lecture or recitation, and four hours of laboratory per week for the spring term.

The lectures are devoted to a discussion of the chemistry of protein, fats, and carbohydrates, and the chemistry of ferments and digestion, of blood and urine, tissues and secretions, and the end products of metabolism. Especial attention is given to the quantitative analysis of milk and urine. The blood and gastric juice are taken up quite fully. Many of those physiological processes that can be closely imitated outside of the body, such as the action of enzymes, salivary, pancreatic, and gastric digestion are studied thoroughly.

TEXT-BOOKS.—*Physiology*, Howell; *Bio-Chemistry*, Hawkes; *Reference*, Tigerstedt, Kirke, Lyle, Starling, Long, Holland; *Organic Chemistry*, Remsen, Orndorff's Laboratory Manual.

Professor Carstarphen.

COURSE 4.—*Organic Chemistry*.—Two hours a week for lecture and recitation and four hours a week for laboratory work throughout the college year. The lectures are devoted to the discussion of the compounds of carbon. The laboratory exercises are occupied with the study of qualitative analysis and the preparation of organic compounds. Proper emphasis is given to compounds and methods of special interest to students of medicine. For further details see page 68.

Professor Brewer.

DEPARTMENT OF PATHOLOGY.

*Professor Powers.**Assistant Shugart.*

COURSE 1.—*Histology.*—This fundamental branch of Microscopy is necessarily a part of the first year's Medical Course. Two lectures, fifty minutes each, and four hours laboratory work per week are devoted to its study throughout the first year. In addition, the laboratory is always open to those who wish to devote extra time to this work. The laboratory is adequately supplied with apparatus. Each student is provided with a locker, compound microscope, and complete outfit, for which he is held responsible. The object of the course is thoroughly to familiarize the student with the method of study and appearance of normal tissue. The course is divided into Histology proper, or a study of the tissue elements; Organology, a study of the structure of organs; and lastly, Special Senses and Nervous System. Both written and practical examinations are held during the course.

TEXT-BOOK.—Bailey's Histology.

REFERENCE BOOKS.—Böhm, Davidoff and Huber; Stöhr, edited by Lewis and Stöhr; Anatomy of Brain, by Whitehead; Nervous System of Morris' Human Anatomy, by Hardesty.

Professor Powers.

COURSE 2.—*Bacteriology.*—Three lectures, fifty minutes each, and eight hours laboratory work per week during the first term of the second year of the Medical Course are devoted to this study. The laboratory is open at all hours to the class, and the students are required to make daily observations and keep record of the cultural characteristics of the bacteria. Each student is provided with a locker, a compound microscope, and material necessary for the study of bacteria. The course consists of (a) lectures and recitations on the history of Bacteriology, Biology of Bacteria, Infection and Immunity. (b) Lectures, recitations and laboratory demonstrations on Sterilization, Disinfection, Preparation of Culture Media, Methods of Studying Bacteria, and the bacteriological examination of water, soil and air. About forty bacteria, comprising all the important pathogenic species,

are studied, and the student is required to keep a daily record of his work. At the end of the course written and practical examinations are held.

TEXT-BOOK.—McFarland's Text-book of Pathogenic Bacteria.

REFERENCE BOOKS.—Abbott, Lehmann and Newmann, Bacteriology; Immune Serum, Wasserman; Modern Theories of Bacterial Immunity, Ernst; General Bacteriology, Jordan.

Professor Powers.

COURSE 3.—*Pathology*.—Three lectures, fifty minutes each, and eight hours laboratory work per week during the second term of the second year of the Medical Course are devoted to this study. The laboratory is open at all times, and students wishing to devote extra time to this work may do so. The laboratory is adequately supplied with apparatus and pathological tissues. Each student is provided with a locker, compound microscope, and material for staining and mounting. At the end of the session each student possesses from 175 to 200 permanent tissue mounts, showing the various stages of the pathological processes. The course consists of: (a) Lectures and recitations on autopsies. (b) Lectures and demonstrations on pathological technique. (c) General Pathology. (d) Special Pathology. The student is required to stand both written and practical examinations at the end of the session.

TEXT-BOOK.—Text-book of Pathology, Delafield and Prudden.

REFERENCE BOOKS.—Principles of Pathology, Adami; General Pathology and Special Pathology, Ziegler; Manual of Pathology, Coplin; Text-book of Pathology, Steugel; Allbut's System of Medicine; Modern Medicine, Osler; Pathological Technique, Mallory and Wright.

Professor Powers.

XVI. SCHOOL OF PHYSICAL CULTURE.

Director Crozier.

Attendance three periods a week for three years in Physical Culture will be required of every student who, at the time he enters college presents less than 15 units of entrance

work, except candidates for the LL.B. degree, who are required to take three periods a week for two years.

Proportional credit on Gymnasium requirements allowed to students admitted to advanced standing for the B.A., B.S., and LL.B. degrees will be rated as follows: for four hours credit on degree, one hour credit on Gymnasium requirements; for eight hours credit on degree, two hours credit on Gymnasium requirements; for twelve hours credit on degree, three hours credit on Gymnasium requirements.

Until the senior year of his college course every student not excused by the Faculty on the advice of the Medical Examiner, must register for work in Physical Culture. In case of five unexcused absences, the student's father or guardian will be notified; in case of eight unexcused absences, will be debarred from representing the College in any public function; in case of eleven unexcused absences, the student will be liable to suspension from College.

A physical examination will be made of every student as soon as possible after he enters college and before he is assigned to any class in the Gymnasium, and at intervals during his course. Medical examination will be made of every candidate for Track and other Athletic Teams, and of every student upon his first matriculation.

CLASSES.—Every day the 5th, 6th, and 7th periods. Students are graded as in the other schools of the College, and these grades are reckoned in making up the general average.

Degrees

The degrees conferred are Bachelor of Arts, Bachelor of Science, Master of Arts, and Bachelor of Laws. Candidates for each of these degrees must present the fourteen units of credit required for entrance *in addition to* the courses indicated below. No subject counted in the entrance credits may be counted in the courses specified for degrees. In case a subject which is prescribed for a degree is offered for entrance credit, the full number of recitations required for the degree must be made up out of the list of electives.

Bachelor of Arts

To be entitled to the degree of Bachelor of Arts the student must have met the requirements in Physical Culture (page 92) and have completed the following courses:*

Prescribed

(Thirty-four hours.)

Latin I (5 hrs.)*

English I and 2 (6 hrs.)

French I (3 hrs.) or German I (3 hrs.) or Greek I (5 hrs.)

Mathematics I (5 hrs.)

Chemistry I (3 hrs.)

Physics I (3 hrs.)

Biology I (3 hrs.)

Philosophy I (3 hrs.)

History I (3 hrs.)

Elective

GROUP I. LETTERS.

Latin or Greek (3 hrs.)

French or German (3 hrs.)

*In case Group I (Letters) is elected, the student may make the following substitutions: Mathematics 2 for Physics 1, Greek 1 for Latin 1.

In case Group II (Civics) is elected the student may offer either French 1 or German 1, and three hours additional of some modern language in place of Latin 1.

Twenty hours from the following groups with the restrictions noted:

Foreign Languages not more than 12 hours.

English not more than 6 hours.

Education and Bible not more than 6 hours.

Law and Political Science not more than 8 hours.

Mathematics, Applied Mathematics, and Physics not more than 8 hours.

Biology and Chemistry not more than 8 hours.

Philosophy not more than 2 hours.

GROUP 2. CIVICS.

Political Economy 1 (3 hrs.)

Political Economy 2 (2 hrs.)

History 2 (2 hrs.)

Sociology (2 hrs.)

Government (3 hrs.)

Education 3 (2 hrs.)

English 1a (1 hr.)

Fifteen hours from the following subjects:

Philosophy 2 (2 hrs.)

English, 6 hours.

Bible 1 (3 hrs.)

Bible 2 (2 hrs.)

Education 1 (3 hrs.)

Education 2 (3 hrs.)

Education 5 (2 hrs.)

Astronomy (3 hrs.)

Law, 15 hours.*

Applied Mathematics 1 (5 hrs.)

Geology (2 hrs.)

Elementary Physiology (1 hr.)

Sunday School Method and Administration (1 hr.)

* May not be taken until after the Sophomore year. Law 5 and 6, not electives here.

GROUP 3. MINISTRY.

Bible 1 (3 hrs.)

Bible 2 (2 hrs.)

Bible 3 (2 hrs.)

Bible 4 (2 hrs.)

English, 3 hours.

Greek 2 (3 hrs.)

Language, 3 hours.

Education 2 (3 hrs.)

Six hours from the following subjects:

English, 3 hours.

History 2 (2 hrs.)

Sociology (2 hrs.)

Political Economy 1 (3 hrs.)

Philosophy 2 (2 hrs.)

Zoölogy (4 hrs.)

Botany (4 hrs.)

Geology (2 hrs.)

Elementary Physiology (1 hr.)

Astronomy (3 hrs.)

Education, 3 hours.

Bible 4 (2 hrs.)

Sunday School Method and Administration (1 hr.)

GROUP 4. EDUCATION.

Education 1 (3 hrs.)

Education 2 (3 hrs.)

Education 3 (2 hrs.)

English, 3 hours.

Language, 3 hours.

Mathematics 2 (3 hrs.)

Elementary Physiology (1 hr.)

Nine hours from the following subjects:

Zoölogy (4 hrs.)

Botany (4 hrs.)

Philosophy 2 (2 hrs.)

Bible, 3 hours.

Government (3 hrs.)
 Political Economy 1 (3 hrs.)
 Geology (2 hrs.)
 Elementary Physiology (1 hr.)
 History 2 (2 hrs.)
 Astronomy (3 hrs.)
 English, 3 hours.
 Language, 9 hours.
 Sunday School Method and Administration (1 hr.)

Bachelor of Science

To be entitled to the degree of Bachelor of Science the student must have met the requirements in Physical Culture (page 92) and have completed the following courses:

Prescribed

(Thirty-three hours.)
 English 1* (3 hrs.)
 German 1 (3 hrs.)
 French 1† (3 hrs.)
 Mathematics 1 (5 hrs.)
 Chemistry 1 (3 hrs.)
 Chemistry 2 (4 hrs.)
 Physics 1 (3 hrs.)
 Biology 1 (3 hrs.)
 History 1 (3 hrs.)
 Philosophy 1 (3 hrs.)

Elective

GROUP 1. GENERAL SCIENCE.

Language, 3 hours.
 Mathematics 2 (3 hrs.)
 Mathematics 3 (2 hrs.)
 Political Economy 1 (3 hrs.)
 Physics 2 (4 hrs.)
 Zoölogy or Botany (4 hrs.)
 Elementary Physiology (1 hr.)

* Students who wish to enter off this course will be required to stand an examination on all the subjects of English 1 as given in the catalogue. They may, however, take English 2 instead of this examination.

† In Group 3 (Medicine) Latin 1 (5 hrs.) may be taken instead of French 1.

Nine hours from the following subjects.

Physics 3 (4 hrs.)

Chemistry 3 (2 hrs.)

Zoölogy (4 hrs.)

Botany (4 hrs.)

Geology (2 hrs.)

Elementary Physiology (1 hr.)

Astronomy (3 hrs.)

Applied Mathematics 1 (5 hrs.)

French 2 (2 hrs.)

German 2 (2 hrs.)

Scientific German (2 hrs.)

Bible 1 (3 hrs.)

Bible 2 (2 hrs.)

Sunday School Method and Administration (1 hr.)

Philosophy 2 (2 hrs.)

GROUP 2. ENGINEERING.

Mathematics 2 (3 hrs.)

Applied Mathematics 1 (5 hrs.)

Applied Mathematics 2 (5 hrs.)

Geology (2 hrs.)

Elementary Physiology (1 hr.)

Law 4 (5 hrs.)

Physics 2 (4 hrs.)

Physics 3 (4 hrs.)

GROUP 3. MEDICINE.

Anatomy, 2 years (12 hrs.)

Physiology (4 hrs.)

Histology (4 hrs.)

Physiological Chemistry (2 hrs.)

Bacteriology and Pathology (6 hrs.)

Pharmacology (2 hrs.)

Surgery and Bandaging (1 hr.)

Physical Diagnosis (1 hr.)

Practice of Medicine (1 hr.)

Obstetrics (1 hr.)

Master of Arts

To be entitled to the degree of Master of Arts the student must have received the degree of Bachelor of Arts or Bachelor of Science and completed an additional year's work of not less than fifteen hours a week done in residence. This work must include at least four of the following advanced courses: Latin 3 and 4, Greek 3 and 4, English 3, 4, 5, and 6, French 2, German 2, Mathematics 2 and 3, Chemistry 2 and 3, Biology 2 and 3, Physics 2 and 3, Philosophy 2, History 2, Political Economy 2, Bible 3 and 4, Education 3, Applied Mathematics 1 and 2, Astronomy. Upon this year's work a minimum grade of 90 is required.

A study which has been taken as an elective in the Bachelor of Arts course, or the Bachelor of Science course, does not count in the required number of hours for the Master of Arts degree.

No student may receive the degree of Master of Arts in the same year in which he receives the degree of Bachelor of Arts or Bachelor of Science.

Bachelor of Laws

To be entitled to the degree of Bachelor of Laws the student must have completed the subjects named below. Studies which have been counted for the LL.B. degree will not be accepted as electives for the B.A. or the M.A. degree. Attendance in the Gymnasium is required of all candidates for the LL.B. degree three periods a week for two years.

Prescribed for Bachelor of Laws. (Thirty-nine hours.)

Law 1 (5 hrs.)

Law 2 (5 hrs.)

Law 3 (5 hrs.)

Law 4 (5 hrs.)

Law 5 (5 hrs.)

Law 6 (5 hrs.)

Political Economy 1 (3 hrs.)

Government (3 hrs.)

History 1 (3 hrs.)

No student may receive the degree of Bachelor of Laws in the same year in which he receives the degree of Bachelor of Arts or Bachelor of Science.

Theses and Addresses

Except in the cases mentioned below, two theses are required of each candidate for a degree—one of not less than one thousand words, to be presented by May 1 of his Junior year; the other of not less than two thousand words, to be presented by May 1 of his Senior year. No thesis will be received later than the date specified except by special action of the Faculty and upon the payment of a fee of five dollars. The student must select the school within the scope of which he purposes to prepare his thesis, and then have the subject assigned him by the professor of that School. The subject must be reported in writing to the President on the first Wednesday in October, and may not be changed thereafter. A list of authorities consulted must be appended to the thesis. Anniversary addresses may be received as theses.

Only one thesis is required of candidates for the degree of Bachelor of Laws.

A third thesis of not less than two thousand words is required of candidates for the degree of Master of Arts.

On the third Monday in March the Faculty selects six members of the Senior Class as speakers for Commencement Day, who shall deliver addresses of not more than one thousand words in length. Of these speakers and of the editors of "The Wake Forest Student," the Senior Thesis is not required. Each speaker must submit his graduating address to the President at least ten days before Commencement Day.

At the first meeting in May each of the Literary Societies may elect six of its members from the Senior Class, six of whom—three from each society—shall deliver original addresses of not less than seven hundred nor more than one thousand words on the third Friday evening in October; the remaining six, on the second Friday evening in March. These addresses may be received in place of theses.

Anniversary speakers are not eligible to these positions. All addresses must be approved by the President.

Senior Theses and Senior Addresses are to be written on paper furnished by the College and are bound and preserved in the College Library.

Bachelors of Arts and Bachelors of Science whose average grade is not less than 98, shall have inscribed in their diplomas the words *summa cum laude*; those whose average grade is less than 98 but not less than 95, shall have the words *magna cum laude*; while those whose average grade is under 95 but not under 90, shall have the words *cum laude*.

Conditions

All "conditions" must be removed by April 4 of the Senior year.

A student who has more than thirty-eight hours of work yet to be completed, including all conditions, will not be recognized as a member of the Junior Class. A student who has more than twenty hours of work yet to be completed, including all conditions, will not be recognized as a member of the Senior Class.

Classes, Recitations, and Examinations

All students, at their first matriculation, must have their course of studies for the first and the second year approved by the Entrance Committee before they will be admitted to classes.

During their Freshman and Sophomore years, students will be allowed to take only those courses that are "prescribed" for the Bachelor of Arts and the Bachelor of Science degree.

Each student is expected to take at least fifteen recitations a week. No student may take more than eighteen recitations a week except by special permission of the Faculty,

and the payment of \$2 in advance for each additional recitation. Credit on work above eighteen recitations is not given unless both these conditions are met. Failure to make an average monthly grade of 90 on each subject will debar the student from this privilege.

All unexcused absences are marked zero. Students absent as many as three times in any calendar month from any class are required to stand in a body a special examination, limited to one hour, on the whole ground covered by the class during that month. Failure to stand any of these examinations will prevent the student from passing on the subject involved. In case a student is absent from any class more than three times in any calendar month, the fact is reported to the President, who may communicate it to the parent or the guardian of the student.

Students who make an average of less than 70 on either term's work, in subjects which continue throughout the session, are not allowed to make up the deficiency by averaging this grade with the other term's work.

No student is allowed to represent the College in any public function, or as editor of any of the college periodicals, whose daily grade in any class is below 80, or whose unexcused absences from chapel or gymnasium exceed 8.

Students who fail on examination may be examined at the next regular examination on the same part of the course, or, when the reason therefor is sufficient, a student may be granted an examination at a special time; but to obtain credit for the daily grade already made, the student must complete the work by the time of the next regular examination on the same part of the course. If he fails to do this he must do the daily work of the class again.

Special examinations are granted only on permission of the faculty and the payment of a fee of two dollars and fifty cents. This fee will be remitted, first, in case of stu-

dents who present a physician's certificate of illness; second, in case of conflict with other college duties.

Except in the Schools of Law and Medicine, classes are examined only at the times designated by the Faculty. (See Schedule, page 6.)

During examination no student, without permission from the instructor in charge, is allowed to sit at the same table with a member of his class, to consult any book or document, or to have communication with any person except the instructor. Examination papers are accompanied by a written pledge that no aid has been given or received.

To be entitled to a Certificate of Proficiency the student must obtain a grade of at least 75 on each study.

A course taken *in absentia* receives one-half the credit of the same course taken in residence. Students taking work *in absentia* are charged a fee of \$3.00 a term for each course taken.

Reports

At the end of the first and third quarters reports upon progress in studies and upon deportment are sent to parents or guardians. These quarterly reports are not intended to indicate the precise grade of scholarship of students.

At the end of each term a report is sent to the parent or guardian of the student, showing his precise grade of scholarship and total number of absences from recitations and religious exercises.

The reports are designed to maintain communication with parents and guardians, to elicit their counsel and encouragement, and thus bring to bear practically and directly upon every student the influence of home. Prompt attention, therefore, it is hoped, will be given by parents to the suggestions contained in these reports.

Discipline

The discipline of the College is adapted and intended, not for boys, but for young men who have attained to such maturity as enables them to exercise self-control. All students are expected to be faithful in work, prompt and regular in attendance upon all their college duties, and, in their relations with their instructors and fellow-students, to cultivate those amenities which are universally recognized among gentlemen. Profanity, gambling in all its forms, and the use of intoxicating drinks will not be tolerated. Sport or exercise likely to annoy persons or injure property is forbidden.

Students wishing to go farther than four miles from the College must obtain permission from the Dean of the College or his representative.

A student not in good standing is debarred from representing the College in any public function.

Every effort is made to develop in students the principles of manliness and the sentiments of self-respect. To this end they are trusted and treated as gentlemen.

Young men who will not respond to this open and generous *regime*, who have formed vicious habits, or who can not restrain themselves from mischief and from annoyance to their fellow-students, will not be tolerated in the institution.

Literary Societies

There are two Literary Societies—the Philomathesian and the Euzelian. Each Society holds two meetings a week—one on Friday night for debate, the other on Saturday morning for exercises in composition and speaking and for the transaction of general business. In all these exercises the members are required to participate. The Faculty regards the Societies as important aids in the work of education and in the preservation of wholesome sentiments among the students. It would be difficult to overestimate their importance

in imparting a knowledge of parliamentary law, in cultivating and directing the taste for reading, and in the formation of correct habits of public speaking. Any student, after the fourteenth day from the date of his registration, on obtaining written permission of the President, may connect himself with either of these Societies, provided its membership shall be less than three-fifths of the aggregate membership of both of them.

Students are required to join one of the Societies within two months after registration, unless excused by the Faculty.

Any student expelled from either Society is dismissed from the College.

The exceptional excellence and value of these two Societies are believed to be due, in part, to the fact that no other secret societies of any kind are allowed to exist among the students. The Board of Trustees prohibit all other secret societies in the College. In May, 1907, they reaffirmed their long-settled policy in the following resolutions:

"Resolved, That it is the sense of the Board that from this time forward any student who becomes a member of any secret fraternity, local or national, other than the two Literary Societies (Euzelian and Philomathesian), whether he be initiated here or elsewhere, thereby forfeits at once his right to membership in the student body of the College.

"Resolved, That the Faculty be requested to take all practicable measures to ascertain the name of any student who becomes a member of such fraternity, and on conviction, promptly send such student home.

"Resolved, That any student already a member of such fraternity who shall be convicted of seeking in any way or by any means to induce other students to join such fraternity, or of promoting the fraternity spirit among his fellow students, shall be expelled."

Several Medals are offered by the Societies.

In the Philomathesian Society—

To the best orator of the Senior class.

To the best orator of the Junior class.

For the greatest improvement in oratory and debate in the Sophomore class.

For the greatest improvement in oratory and debate in the Freshman class.

In the Euzelian Society—

The Thomas Dixon, Jr., Medal, to the best orator of the Senior class.

The Thomas Dixon, Jr., Medal for the best essay. Open to all members of both Societies.

The J. L. Allen Medal, to the best debater in the Society.

For the greatest improvement in oratory and debate in the Junior class.

For the greatest improvement in oratory and debate in the Sophomore class.

For the greatest improvement in oratory and debate in the Freshman class.

Medals are offered by "The Wake Forest Student" as follows:

For the best essay.

For the best story.

The Societies celebrate their anniversary on the Friday nearest the 14th of February in each year with a joint debate in the afternoon and orations in the evening.

The Library

LOUISE P. HEIMS, *Librarian.*

RICHARD F. PASCHAL, *Assistant.*

The Library contains about twenty thousand volumes. The funds available for the increase of the Library are the income from an endowment of twenty thousand dollars set apart by the Board of Trustees, and certain fines and fees.

The reading room is supplied with the more important daily and weekly papers published in North Carolina, with several dailies of national importance, and with the best American and English magazines and reviews. On the shelves are found encyclopædias, dictionaries, and other books of reference, and temporarily the literature contained by the library on subjects proposed for debate by the literary societies.

The Library contains three special collections: "The James C. Maske Collection" of the Ancient Classics, "The Skinner Library" of religious literature, and "The S. S. Alsop Collection."

Special shelves are reserved for the library of the North Carolina Baptist Historical Society. Any books, pamphlets, church records, papers, manuscripts, and other documents tending to throw light upon the history and progress of our denomination will be gladly received and carefully preserved.

During the time the College is in session the Library and reading room are open from 8:30 a. m. to 4:30 p. m., except on Saturdays, when the opening hour is 10:30 a. m.

Members of the College are, under a few necessary limitations, allowed access to the bookshelves. Students may use the books in the Library building, and have the privilege of borrowing two volumes at a time.

During the past year donations have been made to the Library by the following:

Dr. A. C. Dixon.
President W. L. Poteat.
Doubleday, Page & Co.
Dr. H. M. Poteat.
Dr. J. M. Frost.
Rev. David Smith.
N. C. Bar Association.
Dr. J. Q. Adams.
Dr. T. B. Ashcraft.
Dr. G. W. Paschal.

The Museum

The College Museum contains a considerable variety of minerals, a series of typical fossils, and specimens of the chief groups of animals, besides other interesting objects. It is, therefore, a valuable aid in the teaching of the sciences. The students and other friends of the College are asked to help in the enlargement of the collection.

Since the publication of the last catalogue the following persons have made contributions to the Museum, and to them the thanks of the College are due:

President W. L. Poteat.
Rev. Wade Bostick, China.
Mr. George W. Bingham, Oklahoma.
Mr. R. C. Gyles.
Mr. J. D. Ives.
Rev. Walter N. Johnson.

Wake Forest Scientific Society

In December, 1890, certain students and professors of the College organized the Wake Forest Scientific Society. Its objects are to promote interest in the progress of science and to encourage original investigation. Those who are, or have been, members of the Faculty or students of the College are eligible to active membership. The regular meetings are

held on the first Tuesday evening of each month of the session.

Wake Forest Alumni Association

The objects of this association are to preserve and quicken the interest of its members in their Alma Mater, to suggest improvements in the course of study, to discuss educational problems, to record the progress of the arts and sciences, and to preserve the history and influence of the College as illustrated in the lives of individual Alumni. Any former student of the College is eligible to membership upon the recommendation of the standing committee.

The annual meeting is held at the College on Thursday evening of Commencement week, at which time a member chosen a year before delivers an oration.

The annual address for 1912 was delivered by Dr. John E. White (class of 1889), of Atlanta, Ga.

The following are the officers of the Association:

President—O. P. Dickinson, Wilson, N. C.

Vice-President—R. G. Camp, Franklin, Virginia.

Secretary and Treasurer—Professor H. A. Jones ('08), Wake Forest, N. C.

Athletics

The College encourages all manly sports. Especial emphasis is placed on outdoor sports and every student is urged to spend some part of the day in vigorous open-air exercise. For this purpose there are baseball diamonds and tennis courts. In each college year Field Day is recognized for the encouragement of track athletics. All sports and games are under the direction of the Athletic Association, a student organization. The Faculty exercises a general advisory control through its Athletics Committee.

In order to become a member, or a subordinate member,

of any athletic team, the student must conform to the following regulations:

1. He must be a *bona fide* student, having at least ten units of entrance credits, and taking not less than 15 hours of work, and must have registered not later than the first Tuesday in October.

2. His unexcused absences from chapel services or gymnasium must not exceed 8 for the term; he must make an average daily grade of as much as 75 in each of his classes, and, in case of attendance during a previous term, must have completed without conditions at least 12 hours of that term's work.

3. The application must be approved by the Dean of the College.

4. Any student who has participated as a player on a college team in either football, baseball, or basketball for a period of four years shall thereafter be ineligible for such athletic contests of the College.

5. No student shall be eligible for any athletic team who shall have played upon or been a member or substitute member of any of the professional or league teams named in classes A, B, C, and D in the publication of the American Sports Company.

An athletic team may be allowed absence from the College for periods aggregating not more than five days in any one session, not including Saturdays.

Publications

The Euzelian and Philomathesian Societies publish monthly, from October to June, inclusive, a literary magazine known as "The Wake Forest Student." It is now in its thirty-second volume, and deserves the support of the friends of the College and of the Alumni in particular. Dr. J. H. Gorrell represents the Faculty in its editorial control.

The Young Men's Christian Association publishes annually a manual for the convenience of students in college life.

The general student body publishes a college annual, "The Howler."

The "Bulletin of Wake Forest College" is published quarterly by the Trustees.

Religious Exercises

Religious services are held each day, and all the students are required to attend them. Students who are not in their assigned seats when the bell ceases to toll for morning prayers are marked absent. From the time of entering the chapel to the time of leaving it, students are required to abstain from all irreverent behavior.

In the case of five unexcused absences, the father or guardian will be notified; in case of eight unexcused absences, the student will be debarred from representing the College in any public function; in case of eleven unexcused absences, the student will be liable to suspension from College.

A well organized Baptist church, Rev. Walter N. Johnson, pastor, worships every Sunday in the College chapel and holds a prayer meeting every Wednesday evening. The students are required to be present at the whole of the Sunday morning service.

In connection with the church is a well equipped Sunday School largely attended by the students. Professor J. H. Gorrell is the superintendent; and among the teachers are several professors of the College who conduct Bible classes especially designed for students. A missionary society meets the first Sunday of each month.

An essential feature in the religious life of the College is the Young Men's Christian Association. It is the largest organization among the students—two-thirds of them being

actively connected with it. The purpose of the Association is to help the students to practice the truth as they learn it, to preserve their loyalty to Christ, and to win their fellows to Him. For several years the Association has made special efforts more effectively to influence the non-ministerial students. In this it has succeeded, and now the president and other principal officers come from this section of the student body. The Association assembles immediately after supper on Monday evenings for prayer meeting. These meetings are usually led by some student selected by the chairman of the religious meeting committee. Each year the Association sends a number of delegates to the Interstate Convention and to the Student Conference. It organizes both Bible Study Bands and Mission Study Bands. These bands, each with its leader, meet regularly once a week. The present officers are: E. P. Stillwell, President; D. M. Johnson, Vice-President; R. Skaggs, Recording Secretary; O. W. Yates, Corresponding Secretary; M. D. Phillips, Treasurer. The Association publishes annually a manual for the convenience of students.

Ministers

There is no theological department in the College. Of the total number of students this session, eighty-seven are ministers.

In pursuance of the purpose of the North Carolina Baptist State Convention to provide an educated ministry for the churches which compose it, ministerial students receive assistance in several ways. They are not required to pay the tuition fee. Again, those who have been licensed to preach and are unable to command the means necessary to defray the cost of board, may receive aid for this purpose from the Board of Education of the Baptist State Convention, so far as the means may be at its disposal. Profes-

sor W. R. Cullom, Corresponding Secretary of the Board of Education, Wake Forest, N. C., will give all who need it information on this point.

The Professor of the Bible conducts each year a class in the study of the more prominent lines of a minister's work. The class meets once a week. Its work is not credited on the requirements for any of the college degrees, but it is believed to be of especial value to ministers, helping them to a first-hand acquaintance with the literature of the subjects taught, while it stimulates in the student the desire to attend a theological seminary.

The Baptist State Convention, in its sixtieth session at Greenville, N. C., adopted a report on education which expressed the opinion that the highest interests of ministerial students are not served by their becoming pastors of churches, and the conviction that such an arrangement is not desirable for the churches themselves. In view of this action and of the mature opinion of the Faculty in harmony therewith, students who are preparing to preach will not be allowed to be absent on ministerial duty more than one Sunday in each month, and it is strongly advised that they shall not assume the pastoral care of churches at all during their student life in the College.

Scholarships

The Board of Trustees has established forty-five scholarships in the academies and graded schools of North Carolina. The Faculty has adopted the following conditions upon which appointment to one of these scholarships is made:

The appointee must be a male student of the white race, of good moral character, who has made the highest grade on competitive examination conducted under the direction of the principal or other person in charge of the school entitled to the scholarship. The appointment is for one year only, but the scholar so ap-

pointed is eligible to reappointment, *provided* (1) his deportment is blameless, and (2) he has made a passing grade on each study taken the previous year, making, in the case of reappointment for a second year, a minimum average of 85 on all studies taken the first year, and, for a third year, a minimum average of 90 on the second year's work. The scholarship is not available to the same student beyond three years. In case the scholar fails of reappointment for a subsequent year, the school may make a new appointment on the conditions given above.

College Expenses

Required of all Students—

Tuition per term of five months.....	\$25.00
Matriculation fees per term*.....	14.50
Contingent deposit†	2.00

Special Fees—

Chemistry fee per term.....	5.00
Biology fee per term.....	2.00
Physics fee per term.....	2.50
Histology fee per term.....	2.50
Anatomy fee per term.....	7.50
Physiology fee per term.....	5.00
Bacteriology fee per term.....	2.50
Pathology fee per term.....	2.50
Graduation fee	5.00

A student taking more than eighteen hours of work a week is charged a fee of \$2.00 a term for each hour of additional work.

No student is allowed to enter any class without the Bur-sar's certificate of registration.

* Additional matriculation fees of \$2.00 in the fall term and \$3.00 in the spring term will be required of all students who fail to matriculate on the first day of the term.

† The contingent deposit is liable for any damage to College property for which students are responsible. It is returned at the end of the session, less any charges that may have been made against it. It is, therefore, not necessarily an expense, although mentioned here.

The charges are due in advance, registration being conditioned upon the payment of the matriculation fees and the contingent deposit. No deduction from the charges is made except in case of protracted illness.

* Ministerial students and the sons of such ministers of the Gospel as live by the ministry receive free tuition. A minister who asks for the remission of this tuition fee must present his license.

Board and Lodging

Table board can be obtained in private families at \$2.50 to \$3.00 per week. Lodging can also be obtained in private families at moderate rates.

A number of students make arrangements for club-board-ing. A steward, chosen by each club, buys supplies and keeps accounts. The services of a lady are secured to super-intend the preparation of food and to preside at the table. The price of board is thus reduced to its actual cost, which seldom exceeds \$2.00 to \$2.75 per week.

Furnished rooms, with fuel and light, in the Dormitory building are rented at \$20.00 for the fall term and \$25.00 for the spring, payable in advance—one-half paid by each occupant.

To these college rooms the following regulations apply:

Rooms which are not engaged by written application to the Bursar by July 1st are considered vacant.

Vacant rooms will be assigned to the first applicant. When two or more students apply for the same room at the same time, the assignment will be made by lot.

Occupants of the rooms of the Dormitory who conduct themselves in such a way as to create disorder in the building and who, by unnecessary noise, interfere with the comfort of the other occupants, will be required to vacate their rooms at once.

Occupants of rooms will be held responsible for all damage done to them and all disturbance created in them, and if they do not keep the rooms in good order they will be required to vacate them.

No student shall vacate his room until he has obtained permission from the Chairman of the Building and Grounds Committee and deposited the keys with him.

No room is rented for a shorter period than to the end of a term.

The Students' Aid Fund

The Students' Aid Fund, originating in a plan suggested by Mr. J. W. Denmark while a student here, has grown until its total funds now amount to about seventeen thousand dollars. It is being constantly augmented by contributions from generous friends as well as by the interest accruing on its loans. Hundreds of young men, many of them now filling positions of prominence and usefulness, have enjoyed its help. Not one dollar of it has ever been lost. Its purpose is to enlarge the opportunities of ambitious youth; its plan to make cash loans at five per cent interest for expenses other than tuition to worthy, non-ministerial students. During the current session forty-three students have been aided. A larger number may receive loans next session. Prospective students are invited to correspond with the treasurer, Prof. E. W. Sikes, Wake Forest, North Carolina.

Form of Bequest

Those who wish to remember the College in their wills should employ the following form:

"I give, devise, and bequeath to the Trustees of Wake Forest College, for the endowment of said College, the sum of dollars."

Schedule of Classes

PERIODS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
First 8:10-9:10	Law 1 German 0 Latin 0a Mathematics 0 Political Economy 1 German 1 Bible 5	Law 1 German 0 Latin 0a Mathematics 0 French 2 Bible 2 Biology 2 and 3 Latin 4 Education 5	Law 1 German 0 Latin 0a Mathematics 0 Political Economy 1 German 1 Bible 5	Law 1 German 0 Latin 0a Mathematics 0 French 2 Bible 2 Biology 2 and 3 Latin 4 Education 5	Law 1 German 0 Latin 0a Mathematics 0 Political Economy 1 German 1 Bible 5
Second 9:10-10:10	Mathematics 1 Law 3 Greek 0 Astronomy Government Physics 1 Spanish 1 English 2	Mathematics 1 Law 3 Greek 0 Surveying 1 German 2 History 2 Biology 2 and 3	Mathematics 1 Law 3 Greek 0 Astronomy Government Physics 1 Spanish 1 English 2	Mathematics 1 Law 3 Greek 0 Surveying 1 German 2 History 2 Biology 2 and 3	Mathematics 1 Law 3 Greek 0 Astronomy Government Physics 1 Spanish 1 English 2
Third 10:10-11:10	Latin 1 Mathematics 1 Law 2 Law 5 Biology 1 French 1 Greek 2 Mathematics 2 Surv. 2 (Desc. Geom.) English 3	Latin 1 Mathematics 1 Law 2 Law 5 Drawing 2 Bible 6 Greek 3 Biology 5	Latin 1 Mathematics 1 Law 2 Law 5 Biology 1 French 1 Greek 2 Mathematics 2 Surv. 2 (Desc. Geom.) English 3	Latin 1 Mathematics 1 Law 2 Law 5 Drawing 1 Bible 6 Greek 3 Biology 5	Latin 1 Mathematics 1 Law 2 Law 5 Biology 1 French 1 Greek 2 Mathematics 2 Surveying 2 English 3
Fourth 11:10-12:10	Greek 1 Law 4 French 0	Greek 1 Law 4 French 0	Greek 1 Law 4 French 0	Greek 1 Law 4 French 0	Greek 1 Law 4 French 0

Chemistry 1 History 1 Philosophy 1 Physics 1 Latin 2 English 4a English 4b	Drawing 2 Chemistry 2 Sociology Latin 3 Bible 4 Biology 4 Philosophy 2	Chemistry 1 History 1 Philosophy 1 Physics 1 Latin 2 English 4a English 4b	Chemistry 1 History 1 Philosophy 1 Physics 1 Latin 2 English 4a English 4b	Chemistry 1 History 1 Philosophy 1 Physics 1 Latin 2 English 4a English 4b
12:10-12:30	Chapel service			
Fifth 1:30-2:30	Mathematics 1 English 1 History 1 Education 2 English 6	Mathematics 1 Political Economy 2 Education 4 English 1a Practice Surveying 1	Mathematics 1 English 1 History 1 Education 2 English 6	Mathematics 1 English 1 History 1 Education 2 English 6
Sixth 2:30-3:30	Latin 1 Law 6 Latin 0b Bible 1 Education 1 English 1	Latin 1 Law 6 Latin 0b Education 3 English 5 Practice Surv. 1 Bible 3	Latin 1 Law 6 Latin 0b Bible 1 Education 1 English 1	Latin 1 Law 6 Latin 0b Bible 1 Education 1 English 1
Lab. Work	Biology Lab. 1 Chem. Lab. 1 Physics Lab. 1	Biology Lab. 1 Chem. Lab. 1 Physics Lab. 1 Chem. Lab. 2	Biology Lab. 1 Chem. Lab. 1 Physics Lab. 1	Biology Lab. 1 Chem. Lab. 1 Physics Lab. 1

Medicine

FIRST YEAR SCHEDULE 1913 & 1914.

HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8:10- 9:10	Anatomy	Anatomy	Anatomy	Histology	Anatomy	
9:10-10:10	Anatomy	Anatomy	Anatomy	Histology	Anatomy	
10:10-11:10	Anatomy	Anatomy	Anatomy	Histology	Antomy	
11:10-12:10	Anatomy	Anatomy	Anatomy	Histology	Anatomy	
12:10-12:30	Chapel	Chapel	Chapel	Chapel	Chapel	Chapel
12:30- 1:30		NOON	HOUR			
1:30- 2:30	Histology					
2:30- 3:30	Histology		Lecture Phys. 1			
3:30- 4:30	Histology					
4:30- 5:30						

Medicine

SECOND YEAR SCHEDULE 1913 & 1914.

HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8:10- 9:10	Physical Diagnosis		Bact. and Pathology		Medicine Internal	
9:10-10:10	Bact. and Pathology	Physiology Lecture	Bact. and Pathology	Physiology Lecture	Bact. and Pathology	Obstetrics
10:10-11:10	Bact. and Pathology	Physiology Laboratory	Bact. and Pathology	Physiology Laboratory	Bact. and Pathology	Surgery
11:10-12:10	Bact. and Pathology	Physiology Laboratory	Physiology Lecture	Physiology Laboratory	Bact. and Pathology	
12:10-12:30	Chapel	Chapel	Chapel	Chapel	Chapel	Chapel
12:30- 1:30		NOON	HOOR			
1:30- 2:30	Anatomy	Anatomy* and Bio-chem.†	Anatomy Pharma- cology‡	Anatomy* and Bio-chem.†	Anatomy Pharma- cology‡	
2:30- 3:30	Anatomy	Anatomy* and Bio-chem.†	Anatomy	Anatomy* and Bio-chem.†	Anatomy	
3:30- 4:30	Anatomy	Anatomy* and Bio-chem.†	Anatomy	Anatomy* and Bio-chem.†	Anatomy	
4:30- 5:30						

*Anatomy fall term.

†Bio-chemistry spring term.

‡Pharmacology spring term.

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NEW SERIES

July, 1913

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OF
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MIDSUMMER NUMBER

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The Residuum of a College Education

BY REV. J. W. LYNCH, D.D.

*Mr. President, Brethren of the Alumni Association,
Ladies and Gentlemen:*

The coveted invitation to speak to-night intoxicated me with pleasurable emotions. Happy memories and fond anticipations rioted in my dreams, like the blended souls of Kentucky corn and rye. I was like the Irishman who was invited to take a drink. The Son of Erin stopped in his tracks, struck an attitude and gazed silently into the heavens, his face transfigured with blissful emotion. On being asked what he saw, Pat replied, "Begorra, I thoight I hear an angel spshake."

In obedience to the family call, I am here to tell you what remains in my life of the things received from my mother's hands in the years I was under her fostering care.

There is always a residuum. In every force or process in life, or the world, or the universe, there is that which abides. There is a deposit in the vessel when the fire has ceased to burn. There is a fragrance in the air though the flower be dead. There is a fixed temper in the steel of the cooled-off metal. There is a keen edge on the razor that has been honed. There is an echo in the soul left by the voices that are still.

After all subtractions and eliminations, erosions and reductions from the fullness of academic opulence, I find the following remainders:

I. The Boy Heart.

It was embalmed in the elixir of College humor. Every college is a laughing factory, the campus of a perennial circus ground, and there, in the words of Matthew Arnold,

"are our young barbarians at play"; or, in the crabapple tongue of Carlyle, "creatures run by galvanism and possessed by the devil."

The healthy collegian is always looking for a laugh. He laughs in season and out of season—mostly out of season. Diogenes never looked for a man, or Columbus for a New World, or Peary for the North Pole with more zest than the undergraduate seeks an outlet for his imprisoned jollity. Grins, laughs, giggles, witticisms, come from his exuberant soul with the naturalness and spontaneity of a girl's sensitive blushes or the floral smiles of Spring.

The thought is a serious one. Laughing is an attribute of the soul, and man is the only animal who can do it. Chesterton closes his book on "Orthodoxy" with the striking suggestion that the Christ carried in his bosom a great suppression, and he sometimes wonders if it was not mirth!

So practical an educator as President Hadley contends that the Nineteenth Century is gradually obliterating the distinction between work and play. He supports his contention by citing the development of modern athletics and the enjoyment of the laboratory, museum, and concert hall. We are beginning to realize that we are lined with eyes; we see with our feet; we learn in laughing. The sunburn of the rollicking athlete is casting out Hamlet's wretchedness,—

"Sicklied o'er with the pale cast of thought."

So good a man as Dr. Henry Van Dyke avers that the yells and songs of the college boy are his prayers. True, they are not always expressed in pious language and heard in sacred places. But at bottom they are ejaculatory and soulful offerings of petition and thanksgiving for *Alma Mater*. God understands. He knows how to translate academic tongues without the aid of a "pony." This

youthful humor gets into the blood and keeps it warm. Hear its uncongealed flow in the playful lines of Oliver Wendell Holmes recited to his class of '59:—

“Yes, we’re boys, always playing with tongue and pen;
And I sometimes have asked, Shall we ever be men?
Shall we always be youthful and laughing and gay,
’Till the last dear companion drops smiling away?
Then here’s to our boyhood, its gold and its gray!
The stars of its Winter, the dews of its May!
And when done with our life-lasting toys,
Dear Father, take care of Thy children, the boys.”

II. *The Open Mind.*

It is the business of the college to open all the ports of the brain to the intellectual commerce of the world. The liberal arts want to be called by their names. They demand and create freedom. Intellectual affinities are universal. Men who do the world’s great thinking wear all uniforms and work under all flags. They rise above all natural and artificial boundaries and strike hands in the fraternity of mind. The truth makes them free. Their cultured intellects are like the gates of heaven—they face in all directions, and are not shut by day or by night. “The fellowship of kindred minds is like to that above.” They preach with Paul, “All things are ours”; and sing with Emerson:

“I’m the owner of the sphere,
Of the seven stars and solar year,
Of Cæsar’s hand and Plato’s brain,
The Lord Christ’s heart
And Shakespeare’s strain.”

Consider this question and answer: Given two men of equal native ability, one educated and the other illiterate: What is the difference in their mode of thinking? The thinking of the one is *provincial*, of the other *catholic*; the brain of

the one works alone, that of the other is leagued with the brains of the world and the ages; the thought of the one is borne on the stream of its own mentality; that of the other is carried on the flood of a thousand tributaries; one is a mental hermit, the other an intellectual cosmopolitan. The narrow-minded collegian is an intellectual abortion, an arrested development, an imprisoned potentiality. If he be a bigot in the pulpit, or sectarian in religion, or partisan in politics, or monomaniac in life, the light in him is darkness, and how great is that darkness! His mind is a mummy bound in the adhesive cerements of selfish interests. "Wouldst thou be made whole?" is the implied meaning of matriculation, while "loose him and let him go" is the real interpretation of the words written on a college diploma.

Of all things in the Universe, the educated mind alone is free. "Ye shall know the truth, and the truth shall make you free."

All matter is predestinated, the bond slave of cosmic forces fettered by law. The only exception to this universal thralldom is the enlightened will of man. The thought connects with John's statement that the Christ came to His own *things* and His own *people* received Him not. They had no choice. A star showed the path to His cradle; the little fountain at Cana put on purple in honor of His visit; the waves of Galilee became as pavement under His tread; the storm king descended from his throne in the hills and fell prostrate at His feet; the fig tree withered under His frown; the Temple tore its heart open and the sun went into mourning when He was lifted up. But His people received Him not; they did not know Him. Their minds were sealed by prejudice. It was as if Michael Angelo were to come back from the Spirit world and revisit Rome. I

think his first steps would be in the direction of St. Peter's, that marvelous creation of his genius. The stately structure would greet the master's eyes; the bronze doors would open to his approach; the chiseled marbles would look down upon the patient and creative hands that wrought them into earthly immortality; the massive dome would roof his head with the hospitality of the skies of God. And standing there surrounded by his own white thoughts, materialized and immortalized in unrivaled grandeur, I think Angelo would not be unhappy, even though he had come from the house not built with hands. But suppose his own people should not know him—I think the great artist would go back with a broken heart!

I am happy in the thought that my college puts no tariff on the truth and no fetters on the brain. To every truth seeker it says: "Behold, I have set before thee an open door."

III. *Disciplined Thought.*

I belong to the old school of thinkers who hold that education is made out of *e* and *duco* more than *in* and *struo*.

All mental potentiality is resident in the brain. It is there as fire is in the flint, as oxygen is in the air, as electricity is in the waterfall, as ore is in the ground. To get it out is the process of education. Mental conquest comes before intellectual culture; subjugation precedes sowing; deep fallowing antecedes flowering. Build highways of thinking through the mind and other things will follow. It is easy to colonize thought in a trained mind. One great idea will find the goodly land and stake off its claim. It will write back to its father and mother, brothers and sisters, uncles and aunts and cousins, and they will all come and settle around their kinsman. "Deep calleth unto deep."

Inspiration has catalogued all the good and beautiful things in the world and exhorts us to *think* on them.

Emerson speaks of the "science of omitting." We study this science after leaving college. Then we begin to *think* and *shrink*. Classroom pedantry, high-sounding phrases, glittering adjectives, sophomoric intonations, brain-bubbles of college conceit—the world strips us of these mental superfluities, even as Jacob's sons took off spoiled Joseph's coat of many colors. We reduce our mental fat and train down to hard thinking. If in college we have not learned to think, to concentrate the mind on a given proposition, to put all our brains on one spot and hold them there, our education has been like filling a doll with sawdust. The world will puncture our inflations, and we will pass along the road like a sack of grain being carried to mill with a hole in it. Some of us have lost enough adjectives to garland Dr. Talmage's sermons, or cover Henry Blount's grave. "I think, therefore I am." This ancient dictum still remains a proof of the soul's immortality, and the best credential of an educated mind.

The wise man in the Book preached a good sermon on efficiency in education when he said, "If the iron be blunt, and he do not whet the edge, then must he put to more strength; but wisdom is profitable to direct." The vocational, bread-and-butter idea of education is all right, provided we put it at the end and not the beginning of the curriculum. The first essential is to get the mind on a grindstone. I shall ever be thankful that I escaped that unscientific and, to the young, incomprehensible thing called English Grammar. In the use of words there has been no approach to the Greeks and the Romans. All things were first thoughts and thinking is the very core of culture. Of course this view of the matter is not in harmony with the

trend of the age. The old word *meditate* has become obsolete, and patience is becoming so. If a man take time to meditate today, he is in danger of being run over by an automobile. Some of these mornings we may wake up to find that the world's great books have been written, and its great songs have been sung, while deep and high thinking has become one of the lost arts.

IV. *The Larger Vision; or, to borrow J. Brierly's Expansive Phrase, "The Roomier Universe."*

In college one becomes acclimatized to the immensity of space, the ancientness of time, and the immortality of thought. He surveys and maps the geography of books. His mental skyline is lifted and pushed back to the all-surrounding eternity. His intellectual home expands into larger habitations. He is shown all the kingdoms of the world and is naturalized into the universals. His citizenship is bounded only by the infinities, and all things are put under his feet. He is made heir to the intellectual wealth of the ages, and debtor to all men. Wherever land lies, he owns a clod; and wherever brains think, he holds a fellowship. His thought currents, like the lines of distant stars, go out through all the earth, and there is no speech nor language where their voice is not heard.

This, of course, challenges and contradicts Schopenhauer's philosophy of the happiness of limitations. If ignorance is bliss and 'tis folly to be wise, then God Almighty made a mistake in saying, "Let there be light." If the irritable and despondent philosopher is right, then we ought to turn off the light and put out our eyes, and, like blind Sampson, pull down upon our miserable existence the builded temples of mind and heart. We should pray to evolving nature to reverse her engines and carry us back from light to dark-

ness, from progress to paralysis, from man to amœba, and put us off at the station called Nothing in the land of Nowhere. For my part, I would rather soar as a seeing eagle for five minutes than burrow as a blind mole for a million years. "Better fifty years of Europe than a cycle of Cathay."

It may be that the theory of natural selection accounts for the survival of the fittest, but it does not always explain the arrival of the fittest. Shakespeare arrived, so did John Bunyan, so did the Apostles John and Paul. I am more concerned about the *pull* ahead than the *push* from behind. I think more of the vision in my face than the void at my back. The college set my feet in a large place and introduced me to the life imperial. If I had never looked into a microscope, or peeped through a telescope, or read *In Memoriam*, I would feel myself in the gall of ignorance and bonds of illiteracy.

V. *The High Ideal.*

Benjamin Pierce, quoted by President Gilman, of Hopkins, said in speaking of the formation of a university:

"It will never succeed without eminent professors. They will tell you that great professors make poor teachers, but I tell you that it is only the eagle that is fit to teach the eaglets. Let the barn-door fowls take care of themselves."

Mr. Clayton Sedgwick Cooper sent out this concrete question to one hundred college graduates: "What is the best thing you received in college?" Eighty-six said substantially, "Personal contact with a great teacher." I beg to take my place with the eighty-six. I did not go to the Southern Baptist Theological Seminary—I went to sit at the feet of John A. Broadus! Much detail of the classroom has been forgotten, but the overflow of a master spirit abides

in the memory like the afterglow of a gorgeous sunset. The soulful eye, the magnetic smile, a tireless energy, a reverence for truth, the spirit of a little child, the impressiveness of an intellect rich in culture as a Tiffany tray of polished diamonds—these fadeless and deathless influences have survived the wear of work and the grind of years.

The world is full of informing books, but there be few inspiring teachers.

The problem in every school is to get an eagle teacher. To have a great teacher we must have a great soul; to have a great soul we must have a great home; to have a great home we must have a great mother; to have a great mother we must have a great God. God and great mothers make the world's great souls.

The best things in the world are in and around a college campus. The master spirits of the ages, the great thoughts of genius, Joseph dreams and heavenly visions are all homed in this Palace of Youth. Students, moreover, are the skimmed cream of the communities from which they come. In college special privileges are accorded them. The best possible influences surround their lives and high ideals are held before them. If they seem lacking in appreciation and the grace of gratitude, it is only the temporary obsession of youthful thoughtlessness and conceit. In after years the rich deposits settle in their lives like the far-brought humus of the Nile. Twenty and four years I have been preaching to students in four educational centers, and I give it as the judicial conclusion of careful observation that the good men get in college life live after graduation, while the evil is oft interred with their books.

The resurrection and reincarnation of college ideals in after years has made me a heretic in the doctrine of total depravity and confirmed my faith in the final perseverance

of the saints. I have seen the college graduate go out covered with demerits thick as dollar marks on the cartoon of the late Senator Hanna. He disappeared for a time, and lo, I found him, a pillar in his church, while his home, filled with academic insignia and surcharged with religious atmosphere, was like an annex of the old college chapel. The silent and oft unconscious absorption of college ideals, of friendship, of nobleness, of duty, of patriotism and religion, breaks out at last, like the imprisoned light in embedded coal, making a sunburst of glory. The day-dreams and ideals of boyhood become the sweetest realities of manhood. Beatrice does not forget her Dante, and the white vision returns to beckon and lead to fairer worlds and the better life.

VI. *The Responsibilities of Excellence.*

Every college man is a leader. Not all are elected to office, or get themselves written up in the papers, but each one of them at least commands intellectual respect and following. The preacher sees him in the audience and instantly elevates the range of his sermon. Consciously or unconsciously, he hitches his thought to a mental star. Students bombard him with questions. He is conscripted and made to read compositions, essays, and award prizes. He is a marked man in the community, and wears the uniform of imputed cap and gown. This is his weight of glory. The popular mind associates glory with wings, but the man from the University of Tarsus thought of it in connection with *weights*. There are sorrows born of superiority. The Prophet of Tears felt the exasperating quality of excellence when he said, "Mine heritage is unto me as a speckled bird, the birds round about are against her." The splash of gold or purple on the wings awakens the enmity of the commonplace. To show intelligence and discernment is only an

indirect way of reproaching others for being dull and incapable. What matter? There is divine obligation to provoke one another to love and good works.

An examination of the educational records of the seventy foremost men in American politics—cabinet officers, senators, congressmen and governors of national reputation—by Rev. W. F. Crafts, shows that the collegian has seven hundred and fifty times as many chances of being an eminent public official as other young men. This preponderant advantage imposes corresponding obligations. The college teaches us how to pronounce the word *can*, but the world demands that we translate it into *must*.

The centripetal streams of youthful pleasure must be turned back into centrifugal channels of efficient and altruistic service. There is an obligation of fullness that enslaves even the heart of Omnipotence. We are not our own, for we have been bought with a price.

“Love has a hem of its garment
That touches the very dust;
It reaches the stains of the street and lanes,
And because it can it must.

It dare not rest on the mountain,
It is bound to come to the vale;
For it can not find its fulfillment of mind
’Till it falls in the lives that fail.

And the place of its deepest shadow
Is found its power to save;
Since its fairest hour is seen in the flower
That blooms above the grave.”

Brothers, in the great outlying country I find few persons who know exactly where Wake Forest is, but I meet with many who know where her sons are. The college is known by her fruits. She has “spheres of influence” in every field

of endeavor, and her far-flung battle lines are holding their own. I voice their greetings and grateful affection for *Alma Mater*. Her lap is not filled with gold. Some of her garments are threadbare with time and toil and are not in the fashion of the day. Her hands are still hard from the poverty of lean years, but they are open and outstretched in democratic hospitality to rich and poor alike. She is not unduly proud of her wealthy sons, nor is she ashamed of her poor kin. She still lives in the old homestead remote from the centers of congested populations and accumulated wealth. Her house stands by the road, and she is the friend of man. Her children are her jewels. In a thousand places in the homeland and beyond the seas they rise up and call her blessed. They do not fear for her and she need not fear for them. The rich college will get richer, and the State institutions will grow stronger; but Wake Forest is built deep as the heart can love and high as the soul can pray. Voicing the passionate feelings of her loyal sons and devoted friends, I fling to the world the challenge: We shall live; we shall rise; we shall command.

Culture and Public Life

Baccalaureate Address by President William Louis Poteat, Wake Forest College,
May 23, 1913.

I long not only to burgeon, but also to bear fruit to the public advantage."—*Dante, De Monarchia, I, 1.*

Gentlemen of the Class of Nineteen-thirteen:

There are a thousand definitions of education. It is said to be, for example, the process of filling up, of drawing out, of equipping to make a living, of equipping for life. This last definition is not far from Ruskin's view: "You do not educate a man by telling him what he knew not, but by making him what he was not." Education "makes" a man in the sense of bringing him into intelligent and sympathetic relation with the total life of the race of which he is a member. Such a relation of adjustment is an essential condition of life. The interests and achievements of the race are numerous and varied, but they may be all reduced to these five groups: Religion, which controls all with a sovereign pervasive power, Letters, Science, Art, and Social Institutions.

Life itself is adjustment to its environment. Fullness of life is in proportion to range of adjustment. But this conception is too negative to satisfy the ideal of the highest life. It is not enough to enter profitably into the racial inheritance, and to transmit it unimpaired to those who follow. It ought to be enriched and extended. You agree, but protest that only the genius could be expected to do so. "You do not expect me to give a new interpretation of religion, prove a second St. Francis, who is said to have listened to those to whom God Himself would not listen. I can not aspire to lighten the burdens on the back of labor, to enlarge the

boundaries of human knowledge, to invent a new poetic form or a new style of architecture, or to set a new standard for the art Praxiteles or Titian!" But you may, in your own person, illustrate the standards which are now the glory of our humanity, and so increase the number of examples which constitute the wealth of our inheritance. Moreover, taking your place in the social order with the light of history at command, with intellectual equipment for the largest social service, and the Christian ideal and impulse to inspire and direct it, you may react positively upon your environment. You are not only able to correct social wrong and improve life conditions, but you are under the highest obligations so to do. To whom much is given, of him shall much be required.

But I beg to turn your thought upon a special obligation which your culture imposes,—the obligation of service in public life.

It is said to be bad form in the Scandinavian states to be known as an office-seeker. Somewhat of the same discredit attaches to the "professional politician," that is, to the man who, with little regard to the question of fitness for public duty, adopts the political career for purely private ends. And in not a few cases the men who are worthiest of public trust have been effectually deterred by the reputation and methods of unscrupulous politicians. This aloofness from public life on the part of men called into it by character and training has made the opportunity for political pillage which never goes begging. And so our finest men are not infrequently in a sort of alliance with our worst men for the perpetuation of social waste and injustice, and must accept a part of the responsibility for the official meanness and self-seeking of which they complain.

But the situation is rapidly changing. We are not likely

to go the full length with Aristotle, who held politics to be the highest intellectual discipline inasmuch as it was concerned with the good of the community, which was the supreme practical end of life. Ethics and education, which both took orders from politics, he treated as branches of this noble discipline. In his view the individual life had neither goodness nor significance apart from the State. But we shall have to agree with this "master of those that know" when he defines man as a political animal capable of full development only in the association of community life. Certainly it is this community life which is coming to rule our thinking. Individualism has had its day, a noble and most important day. It established for good and all the independence and moral competency of the social unit, and now, with that superlative achievement to its credit, it is giving place to collectivism. "Every man must bear his own burden"—that is individualism. "Bear ye one another's burdens"—that is collectivism. The contacts of life were never so numerous as now. Communication was never so rapid or so universal. The freedom with which the products of labor are exchanged is extending the principle of the division of labor into an unprecedented minuteness of specialism and forcing men into coöperation and interdependence. No man liveth to himself. With a new emphasis it may be said today that one man is no man. The sense of brotherhood and mutual dependence is growing apace. We are discovering the necessity and advantage of coöperation in agriculture and industry, in education and religion. Men are moving as never before in masses. Social questions are to the fore, and individual conduct is coming to be judged, after Aristotle's method,

In this general atmosphere public position is acquiring a new dignity. It means more than ever it meant. Its opportunity of genuine service is larger, and the public conscience

respecting it is more alert and exacting. Illustrations abound. Witness the widespread movement to put the administration of municipal affairs on a business footing; the organization of training schools for public service; municipal efficiency commissions and bureaus of municipal research; the short ballot reform, which proposes to make minor officers responsible to the major officers who appoint them, and so diminish the patronage and influence of convention and primary bosses. Witness the relentless investigation of insurance and other corporation methods, of election scandals and land frauds, and recall the popular revulsion and resentment at the disclosures which followed. And our general political history tells the same story. The reconquest by the people of their political rights and powers within the past dozen years has been called our second war of independence, so rapid and revolutionary has it been. It is not the result of party agitation, but rather of the new public conscience which is calling both parties to repentance. There is everywhere a new sense of public responsibility, a new impatience of venality and trimming, a new affirmation of democracy. A boundless scorn of favoritism is driving old leaders off the stage, and "honest, patriotic, and forward-looking men" are taking their places.

What a brilliant senator said some years ago about the irrelevancy of the Ten Commandments in the sphere of politics could not be said today, for the moral character of all public problems is now a commonplace of political thinking. Social injustice is the fruit of moral evil, and no question which concerns the well-being of men, women, and children can be settled at all until it is settled in righteousness. Child labor, war, and protected vice only need to face the commandment "Thou shalt not kill." The ancient law "Thou shalt not steal" reduces the tariff from the category of prob-

lem to the category of crime. The troubles of capital and labor will be composed when justice reigns in both realms.

Now, the government is the apparatus adopted by the people for the settlement of these questions in the interest of the people. It is the enlightenment of the people, their moral and social standards, that make the government, and the government is not better and no worse than the people. Its only function is the social good. It exists for the people, not the people for it. It is directly concerned with social improvement, and when its administration is inefficient or perverted, social disasters result which require generations to repair. Politics may be defined as the principles of civil government and the conduct of state affairs, the making and administration of public policies.

My practical question to you is, who should make and administer these policies? The cultured or the illiterate? The provincial minded or the far seeing and open minded? The coarse fibred spoilsmen, who consider public office not a public trust but a financial opportunity, or the men of moral enthusiasm and the divine trait of self-surrender for the good of others? To state these alternatives is to choose between them. And you see their drift. Is it not straight to you? You can not escape the "responsibility of excellence." Under this constraint many of you, after some ripening of experience, must put your "boy heart," to quote the phrase of last evening's superb address, your "open mind," your "disciplined thought," your "larger vision," and your "higher ideal" at the service of the State, and swell the already large number of Wake Forest men who adorn the public life of the Commonwealth and the Nation. And the rest of you in other posts of service, with your several endowments, will fight the enemies of human life by whatever names they may be called, give yourselves whole-heartedly to all noble philanthropies

and all forms of social betterment, and contribute your decisive part to the formation of that public opinion which is the king of democracy.

In commenting upon the literary form of a notable address of Lord Morley's, an English paper was tempted to lament the loss which the world of letters sustained when that great man took to politics, but it reflected that the suggestion was an unworthy one, for, said the editor, what could a man do better with his genius than devote it to the service of his country?

"Thyself and thy belongings
Are not thine own so proper as to waste
Thyself upon thy virtues, they on thee.
Heaven doth with us as we with torches do,
Not light them for themselves; for if our virtues
Did not go forth of us, 'twere all alike
As if we had them not. Spirits are not finely touched
But to fine issues."

The Wake Forest Campus Improvement League

At a meeting of ladies and gentlemen of Wake Forest on the College Plaza the afternoon of June 10, 1913, President Poteat presiding, the Wake Forest Campus Improvement League was organized in accordance with the terms of the following Constitution:

ARTICLE 1. This organization shall be named and known as the Wake Forest Campus Improvement League.

ARTICLE 2. The purpose of this League shall be the improvement of the Wake Forest Campus and its maintenance in order and beauty, with the approval and coöperation of the Buildings and Grounds Committee of Wake Forest College.

ARTICLE 3. The officers of this League shall be a President, a Vice-president, and a Secretary-Treasurer, elected annually, and performing the usual duties of their respective positions, together with an Executive Committee composed of these officers and four other persons likewise elected annually. The Executive Committee, of which five shall constitute a quorum, shall discharge the business of the League in the intervals of its meetings.

ARTICLE 4. The League shall meet on the first Thursday next following the annual Commencement of the College, and at such other times in each year as may be designated by the Executive Committee.

ARTICLE 5. The annual membership dues shall be one dollar, to be paid in advance to the Secretary-Treasurer solely for the purpose of this League.

ARTICLE 6. The Secretary-Treasurer shall pay out the funds of the League only upon the endorsement of the President of the League, and render detailed account of receipts and disbursements at the vacation meeting of the League.

Mrs. W. R. Powell was elected President of the League, Dr. Benjamin Sledd, Vice President, and Mr. E. B. Earnshaw, Secretary-Treasurer. The additional members of the Executive Committee elected were: Mr. John M. Brewer,

Mr. J. R. Crozier, Mr. F. M. Purefoy and Miss Mary Taylor.

Work on the campus under the new regime is already begun. A one-horse lawn-mower has been purchased, and it is proposed to cut the lawn whenever it needs to be cut. Paths will be established on the plan submitted by the New York artist, Mr. Frank E. Perkins, and whatever intelligence and devotion can do for a situation of great promise will be done so far as the money which comes to be available will allow. The management is hoping greatly to extend the membership of the League among the Alumni and other friends of the College, as well as to enlist the active coöperation of the resident students.

Faculty Personals

Dr. Benjamin Sledd, of the Department of English, represented the College at the inauguration of Dr. Henry Louis Smith as President of Washington and Lee University at Lexington, Virginia, on May 7. Dr. Sledd is an alumnus of the University, which in 1906 conferred upon him the degree of Litt. D. He delivered the closing address at the Clements School, Wake County, on March 29. He also delivered the Literary Address at the closing of Oxford College, Oxford, N. C., on May 27. He spoke upon "Woman and Literature."

Prof. J. L. Lake, of the Department of Physics, is spending the vacation with relatives at Upperville, Virginia.

Dr. Edward S. Ruth has recently been elected a member of the American Association of Anatomists. His friends will be glad to note this distinction, and also to learn that he is the happy father of the latest addition to the Faculty, a daughter.

Dr. G. W. Paschal contributed a noteworthy article to the March issue of the *Bulletin of the State Board of Health*, entitled "The Negro and Public Health."

Dr. C. E. Brewer has assumed for the summer the position of Superintendent of the Ridgcrest grounds, near Asheville.

Prof. J. B. Hubbell has spoken as follows: At Red Oak Academy, Nash County, on April 23; at the Round Hill School, Rutherford County, on May 7; at Oxford, N. C., at a teachers' institute, February 28, on "The Teacher's Preparation of the Lesson" and "The Essential Qualifications of a Teacher."

Dr. E. W. Sikes has made addresses at the following places since March 1: Cleveland County High School; Johnston

County High School; Yancey Collegiate Institute; Grifton High School; Creedmoor High School; Hamlet Graded School; Enfield Graded School; Pittsboro Graded School; Wendell Graded School; The North Carolina School for the Deaf and Dumb; and the Indian High School at Pembroke.

Director J. R. Crozier will again attend the Harvard Summer School for special work in physical culture.

The following are some of the addresses made before the Young Men's Christian Association: Dr. Sledd, "The Balkan War"; Dr. W. L. Poteat, "What it Means to Be a Christian."

Prof. J. H. Highsmith, of the Department of Education, made addresses as follows: March 1, at New Bern, before the Teachers' Association of Craven County on "The Qualifications of the Teacher"; March 28-29, at Elizabeth City, before a Bible Conference on "Young People and the Church" and on "The Modern Sunday School"; April 11, at Suffolk, Va., to the teachers of Nansemond County; April 13, two addresses at the Fourth Street Baptist Church, Portsmouth, Va.; April 18-20, a series of lectures at a Sunday School Institute at New Church on the Eastern Shore of Virginia. He made the Commencement address before the city schools of Windsor, N. C., May 1; the response on behalf of denominational schools and colleges on the occasion of the dedication of the Peabody Education Building at the University of North Carolina, May 2; the Commencement address at Mapleville, N. C., May 7; and a series of addresses on Sunday School work at Dell, N. C., June 27 and 28. He presided at the Baptist Young People's Union Convention at Thomasville, N. C., June 10-12, and was reëlected President of the Convention for the ensuing year. He attended the Conference of Institute Conductors at Raleigh, June 13.

He is announced for a series of addresses at the Virginia Baptist Encampment, Virginia Beach, Va., July 11-20, and to conduct the Teachers' Institute for Cleveland County and for Mecklenburg County in July and August respectively. *Charity and Children* of Thomasville, referring to the B. Y. P. U. Convention: "Professor J. Henry Highsmith presided the first two days with great efficiency. He is a very uncommon presiding officer."

Dr. W. R. Cullom made addresses as follows: Five addresses at the Dell School, Delway, February 27 to March 1; April 10-11, a special course of lectures at Buie's Creek Academy; the Commencement address at Angier High School, April 18; an address at Statesville in the interest of the Board of Education, May 25. He attended the Chowan Association May 6, and is spending a few weeks of the vacation at Clyde, from which he is reaching as many churches as possible in behalf of the College and Board of Education.

Dr. J. H. Gorrell, his son Charles, and Mr. W. D. Holliday went to Lexington, Virginia, on a pleasure trip in Mr. Holliday's automobile on May 28.

Dr. Hubert Poteat, Professor of Latin, gave a lecture before the Art Students of Meredith College on "Roman Sculpture," April 1st, and made the Commencement address at the Bay Leaf High School, April 25th. Upon special invitation of the Principal of Hotchkiss School, Lakeville, Conn., he attended the Commencement exercises, taking special part in the musical programme, having composed a new song for the occasion. Dr. Poteat is at present engaged in the preparation of a new edition of Cicero's Letters.

The President of the College made an address before the Laymen's Missionary Convention at Chattanooga, Tenn.,

"Putting the Kingdom First," February 6th. This address has been printed and widely distributed. He made an address before the North Carolina Conference for Social Service on "The Correlation of Social Forces," February 11th; at Chapel Hill, two addresses February 23d; at the Baptist Tabernacle, Raleigh, March 2d; before the Philosophers' Club, Danville, Va., on Heredity, March 4th; before Wilson Woman's Christian Temperance Union on Prohibition, March 9th; before the Bible Conference, First Baptist Church, Elizabeth City, two addresses, March 29th and 30th; before the Wake Forest Young Men's Christian Association on "What it means to be a Christian, April 7th; at the Warren County Educational Rally, April 12th; before the Young Men's Christian Association at Durham April 13th; at the banquet of the Young Men's Christian Association State Convention at Lynchburg, Va., April 18th; before the Southern Sociological Congress, Atlanta, on "The Social Task of the Modern Church," April 26th, with an address at the Second Baptist Church of that city, April 27th; the Commencement address at the Liberty-Piedmont High School, May 2d; at the Baraca Union, Hartsville, S. C., and at Coker College, May 4th; the Commencement address at Mississippi College, Clinton, Miss., May 27th; the Commencement address at Carson and Newman College, Jefferson City, Tenn., May 29th; the Commencement address at Catawba College, Newton, N. C., June 4th. He attended the meeting of the Board of Trustees of the Southern Baptist Theological Seminary, May 14th, and of the Southern Baptist Convention at St. Louis, May 14-17. He is announced for three lectures at the Virginia Baptist Encampment, July 11-20, and for the Alabama Baptist Assembly, August 3-8.

Among the Alumni

Mr. Harry Trantham (B. A., 1900, M. A., 1901), of the Chair of Greek in Baylor University, was married May 31, 1913, to Miss Mollie Cole Collier of Waco, Texas.

Mr. J. C. Clifford (B. A., 1892) and Mr. N. A. Townsend announce the formation of a partnership for the general practice of law, under the firm name of Clifford & Townsend, at Dunn, N. C.

Mr. E. M. Johnson (LL.B., 1913) has formed a partnership for the practice of law with his brother, Mr. T. L. Johnson (LL.B., 1908) at Lumberton, N. C.

Mr. Woodberry Lennon (B. A., 1907) and Mr. H. E. Stacy announce the formation of a partnership for the practice of law, in Lumberton, N. C., under the firm name of Lennon & Stacy.

Messrs. T. D. Collins (B. A., 1911) and R. E. Clark (B. A. 1911, who have been taking a course at the Crozer Theological Seminary, were among the graduates of that institution at the close of the past session.

Mr. Carl Murchison (B. A., 1909) is taking a course at the Rochester Theological Seminary.

Mr. R. H. Shanks (B. A., 1911) who has been for two years at Williamsburg, Va., has recently received the appointment of Graduate Scholar in Teachers College, Columbia University.

The following Wake Forest Alumni were members of the North Carolina General Assembly of 1913:

Senate—W. E. Daniel of Weldon, M. Leslie Davis of Beaufort, J. C. Little of Raleigh, J. H. Bridgers of Henderson, F. P. Hobgood, Jr., of Greensboro, E. B. Jones of Win-

ston-Salem, John W. Hall of Danbury, James M. Carson of Rutherfordton, E. S. Coffey of Boone.

House of Representatives—F. E. Thomas of Wadesboro, Gallatin Roberts of Asheville, H. S. Williams of Concord, D. H. Tillett of Camden, S. J. Bennett of Winston-Salem, William A. Devin of Oxford, E. J. Justice of Greensboro, Thos. J. Gold of High Point, L. H. Allred of Smithfield, E. R. Wooten of Kinston, A. R. Dunning of Williamston, M. L. Buchanan of Bakersville, John L. Cornwell of Middlesex, D. M. Clark of Greenville, P. S. Carlton of Salisbury, W. H. Weatherspoon of Laurinburg, John C. Sikes of Monroe, J. W. Bunn of Raleigh, Wade Reavis of Hamptonville, Charles Hutchins of Burnsville.

Mr. Herbert Jenkins (B. A., 1906) of Aulander, N. C., and Miss Minnie Elizabeth Cox of Winterville, N. C., were married on the 26th of June.

Mr. Walter A. Chisholm (LL.B., 1906) occupies the important position of Field Worker under the Mississippi Baptist Sunday School Association, with headquarters at Jackson, Miss.

Dr. Charles I. Allen (B. S., 1911) has recently received an appointment in the Harlem Hospital in New York City.

Dr. James M. Davis (B. S., 1911) now has a position in the St. Vincent's Hospital, New York City.

Col. Isaac M. Meekins of Elizabeth City, N. C., (LL.B., 1896), was the guest of the Middlesex Club of Boston, Mass., on the occasion of the celebration of the 104th anniversary of the birth of Abraham Lincoln, Feb. 12, 1913. Speaking of the address delivered by Col. Meekins on that occasion, the *Boston Evening Record* says:

"Six hundred members of the Middlesex Club, at a banquet last night at the Brunswick, in honor of Lincoln's birthday, rose in

their seats and accorded an extraordinary demonstration to Col. I. M. Meekins, U. S. District Attorney of North Carolina. For nearly ten minutes the banquet hall resembled the scene of a national convention. Time and again the thunder of organized cheers resounded in praise of the Southerner, and to quell the insistent din he was forced to rise again and supplement his remarks."

Dr. Roscoe LeGrand Wall (B. S. in Medicine, 1910) was united in marriage to Miss Mary Curtis Glezen, of Coopers-town, N. Y., on the second day of July, 1913. They will be at home later in Winston-Salem, N. C.

In an article on the Philippines, in the *Independent*, of New York City, June 19, occurs the following statement about Mr. Frank P. Williamson (1886-90): F. P. Williamson, a North Carolinian who is running a successful lumbering plant at Port Banga, Zamboanga District, Island of Mindanao, has been living in the Philippines most of the time since he came out here with the Astor Battery in the early days. "The average Filipino does not want independence," said Mr. Williamson. "It would be too dangerous for those who want peace."

Mr. George Lewis Bailes (B. A., 1911) is Assistant and teacher of Public Speaking in the State Normal College at Florence, Ala.

The following gentlemen of the class of 1911, with their M. D.'s from Columbia University, passed the State Board examination for license to practice Medicine: Charles I. Allen of Wadesboro, Bruce L. Jones of Raleigh, and James M. Davis of Hiddenite; from the University College of Medicine, Richmond: Vaden L. McCullers of Clayton (1906-1909), Z. V. Moseley of Kinston (1906-1908), and Archie M. Bynum of Richmond, Va., (B.A., 1909) received their M. D.'s; and from the Jefferson Medical College: Lu-

ther T. Buchanan, Jr., (B.S., 1911), W. D. Rodgers of Warrenton (B.S., 1911), and Charles T. Vernon of Burlington (B.S., 1910) received their licenses at the hands of the State Board, as did also Mr. Lewis L. Highsmith of Durham, with his M.D. from Richmond, 1912.

The following Wake Forest men received the degrees indicated at the late commencement of the Southern Baptist Theological Seminary: Jesse Blalock, Henry Blanchard and John E. Lanier received the degree of English Graduate in Theology (Th.G.) ; R. E. Brown, J. B. Hipps, H. H. McMullan and E. D. Poe received the degree of Master in Theology (Th.M.) ; and F. F. Brown, W. W. Barnes, and O. R. Mangum received the highest degree conferred by the institution—that of Doctor in Theology (Th.D.).

We note with regret the death of Hon. R. A. P. Cooley (M.A., 1881), which occurred as the result of an operation June 11, 1913. Mr. Cooley was a native of Franklin County. He entered Wake Forest in 1876. He studied law under the instruction of Judges Dick and Dillard at Greensboro, receiving his license from the Supreme Court of North Carolina in February, 1883. He located in Nashville, N. C., where he practiced law with distinction until his death. He served in the Senate and House of Representatives, respectively, of the North Carolina General Assembly.

Rev. J. W. Lynch, D.D., (M.A., 1888), whose brilliant Alumni address at the late Commencement is printed in this issue of THE BULLETIN, has been nominated by a Georgia daily for the position of president of Mercer University. The *Banner*, of Athens, says: "His friends here, knowing his early training, his college career, his service for years in college towns and among young men students, his intimate relations with the student life of the day, his scholarly at-

tainments, his breadth and poise and ability in many lines, believe that the Mercer trustees could find no man in the South better equipped than Dr. Lynch for the work which Mercer has now to do."

Honorable T. W. Bickett (B.A., 1890), Attorney General of North Carolina, made the principal address at the recent meeting of the North Carolina Society of New York City. Its brightness and geniality and optimism have been a delight to a wide circle of readers. His important paper on the "Classification, Segregation and Gradation of Property for the Purposes of Taxation," submitted to the North Carolina Constitutional Commission, has been distributed in pamphlet form.

At an enthusiastic meeting held on March 10, 1913, the Wake Forest Alumni Association of Winston-Salem was organized. Mr. Gilbert T. Stephenson is President and Mr. J. I. Singletary is Secretary. The following members were enrolled:

O. W. Baynes, banker; W. T. Baynes, Jr., banker; S. J. Bennett, attorney; H. A. Brown, minister; H. L. Beckerdite, attorney; W. L. Charles, Nissen Wagon Works; J. N. Davis, merchant; Egbert L. Davis, Reynolds Tobacco Co.; J. B. Futrell, Fletcher Bros.; John Gragg, Jr., Knitting Mills; S. E. Hall, attorney; G. H. Hastings, attorney; W. M. Johnson, physician; E. B. Jones, attorney; T. C. Keaton, minister; J. A. Maddrey, banker; Sanford Martin, journalist; W. B. Martin, Bailey Bros.; Col. H. Montague, attorney; Dr. S. J. Montague, physician; Brooks Poindexter, attorney; J. H. Rich, journalist; David Reid, traveling salesman; A. F. Sams, attorney; H. O. Sapp, attorney; J. I. Singletary, banker; T. S. Sprinkle, insurance; G. T. Stephenson, attorney; J. N. Still, insurance; Rev. V. M. Swaim, minister; H. Conrad Watkins, dentist; W. H. Watkins, merchant; J. R. Hankins, Reynolds Tobacco Co.; J. W. Whicker, attorney; R. C. Everett; J. M. Cheek, Principal Wallburg School.

Mr. Hugh Long (M.A., 1895), detained for some months under charge of murder, was acquitted at the June session of the Aiken County, S. C., court. The *Manning Times* of June 11th says: "A precedent was established in Aiken County court history Thursday when the jury in the Long murder case decided that they had about enough testimony, and were ready to acquit Legislator Long without hearing any more evidence or any of the counsel's argument in the case. The judge insisted that rebuttal testimony by the State be heard, following which and without argument by either side, the jury withdrew and in ninety seconds returned a verdict of not guilty, Mr. Long being held to be justified on the ground of self-defense. The *Times* adds: "There is general satisfaction over the verdict and no one, so far as known, has presumed to question its justice."

Mr. Thomas Dixon (B.A., 1883) has just published through D. Appleton & Co., a new novel, "The Southerner, a Romance of the Real Lincoln." It is described as a dramatic web woven around the life of Abraham Lincoln, who is shown as the humble, lion hearted man in a life and death struggle to save the nation, with the back ground of the general political situation of that tragic period. The thread of a love story spreads the glow of sentiment throughout the history. Mr. Dixon's earlier books, "The Leopard's Spots," 1902, "The One Woman," 1903, "The Clansman," 1905, "The Life Worth Living," 1905, "The Traitor," 1907, "Comrades," 1909, "The Root of Evil," 1911, and the "Sins of the Father," 1912, were all published by Doubleday, Page & Co.

Mr. Robert G. Camp (B.A., 1904), after an illness of several weeks, passed away on January 22, 1913, at his home in Franklin, Va. Mr. Camp was a loyal Alumnus and

friend of the College. Speaking of his death the *Southern Lumber Journal* of January 23, 1913, says:

"The death of Mr. R. G. Camp, of the Camp Manufacturing Company, and eldest son of Mr. and Mrs. Jas. L. Camp, at his home here yesterday, has cast a gloom over the entire community. Mr. Camp was in the twenty-eighth year of his age and universally regarded as a model young man in every sense of the word, with a future bright and promising for business achievements, social distinction, industrial accomplishments, civic activities. Indeed, his equal would be hard to find in this or any other community. For five long weeks he made a brave fight against the dread disease that almost unconsciously laid its icy fingers upon his manly brow, only to claim him as its victim in spite of the heroic efforts of the best physicians and most skillful attention.

"R. G. Camp was born August 12, 1885. His childhood was spent in Franklin and he received his primary education at the Franklin Military Academy. Entering Wake Forest College in the fall of 1901, he received his B.A. degree from that institution in 1904, and took the Master's degree two years later at the University of Virginia. Spending several months in an extensive tour of Europe in 1906, he took a special course in law at the University of Virginia 1906-'07, and became a member of the firm of the Camp Manufacturing Company as Assistant Secretary and Treasurer in the summer of 1907. His superior educational advantages and natural executive ability at once made him a strong factor in the company's affairs and during the ill health of his uncle, Mr. R. J. Camp, Secretary and Treasurer of the firm, some years ago, he served ably and efficiently as the head of one of the most important departments of the business until the time of his illness. He took an active interest in the recent organization of the Young Men's Business Association, and was its First Vice-president and Chairman of the House Committee. He was also President of the Sunny South Overall Company, a new local enterprise, and in the business, social, industrial, religious and civic life of Franklin his shoes will be hard to fill."

The Wake Forest County Alumni Association of Durham County celebrated the seventy-eighth anniversary of the founding of the college at a banquet at the Lochmoor Hotel, Monday evening, Feb-

ruary 3, and it was attended by all of the Wake Forest men of this city and by a number of visitors. Wake Forest College was formally opened the first Monday in February, 1834, and the newly organized Alumni Association of Durham County decided that no more fitting time could be found to have a banquet than on the anniversary of this date.

Dr. Benjamin Sledd, of the Department of English of Wake Forest, was present and made the principal address of the evening. Prof. C. H. Jenkins (B.A., '04) acted as toastmaster, and a number of the local Wake Forest men responded to short toasts, as follows: Dr. W. L. Foushee (M.A., '94): Wake Forest and the Bar of North Carolina; W. S. Holloway ('56-'59): Wake Forest Fifty Years Ago; D. W. Sorrell (M.A., '04): The Silent Partner; Rev. M. P. Davis (B.A., '95): Wake Forest and the Pulpit; Dr. E. H. Bowling (B.S., '88): The College Man in Medicine. Both the speeches and the banquet were very much enjoyed by the old college men, who revived their memories of college days around the banquet table. An important resolution was passed and a committee appointed to go before the next meeting of the general association and ask that foundation day be celebrated by all of the local associations. The sum of one thousand dollars was pledged towards the endowment of Wake Forest College.—*The News and Observer, February 3.*

One of the most enthusiastic and happy occasions which Wake Forest men have enjoyed was that of October 31, 1912, in Columbia, S. C., when a permanent organization of the South Carolina alumni was instituted at the Gresham Hotel. A supper was served by the manager of the hotel, Ed Gresham, a Wake Forest alumnus. Fond memories of college life were revived with a dainty souvenir in old gold and black, the college colors, placed at each plate.

A. J. Bethea, the toastmaster, after welcoming the organization in a happy and well delivered talk, in which he outlined the devotion of the South Carolina alumni to their alma mater, introduced Dr. Walter Sikes, Professor of Political Economy at Wake Forest College, who was present as a messenger of happy greetings from the institution. Dr. Sikes mentioned the very close friendship that had always existed between the two Carolinas, showing that as they were at one time one single colony, their interests are

and always have been mutual. He outlined the signal success of Wake Forest men in all walks of life, giving illustrations of Wake Forest men in all sections of the United States and two in London who are at the present conspicuous figures in public life. Mention was made of the different States now having Wake Forest Alumni Associations, the last to organize being Texas and New York.

At the close of Dr. Sikes' address, Dr. S. C. Mitchell, President of the University of South Carolina and an honored guest of the Association, made a very pleasing talk, congratulating Wake Forest upon the loyalty of the alumni and showing perfect familiarity with the high scholarship standard of the institution. Dr. Mitchell mentioned the fact that in the recent report of the Carnegie extension work, Wake Forest was mentioned as one of the six institutions of the country coming up to its standard. He stated that every alumnus of the institution should obtain a copy of this report.

C. A. Smith, Lieutenant-Governor, Dr. C. E. Burts, and several others then followed with informal talks which were well received.

At the conclusion of the speechmaking, the meeting went into business session of forming a permanent South Carolina Alumni Association. The following officers were elected: A. J. Bethea, Columbia, President; T. Allen Anderson, Vice-president; William P. Etchison, Columbia, Secretary and Treasurer. An Executive Committee was appointed, consisting of the President, Vice-president, Secretary, and two others to be appointed later. Rules of membership were adopted and a yearly membership fee for meeting expenses was passed.

Those present were surprised to know that there are nearly three hundred Wake Forest alumni in South Carolina, representing some of the most successful and prominent men in all walks of life, in all sections of the State.

The South Carolina Alumni Association of Wake Forest College is now a permanent organization which will meet in Columbia once a year. It is the intention of the Association to have every alumnus in the State become an active member.

Record

At the annual session of the trustees of the Students Aid Fund Dr. E. W. Sikes reported the total funds in his hands for the aid of students as amounting to \$21,354.58, and the number of students aided by him during the last session of the College was 57.

A Sunday School Institute was held at the College on March 7-9.

The Wake County Medical Society met at the College on March 13. Addresses were made by President Poteat, Professor W. T. Carstarphen, and Dr. F. R. Harris, of Henderson.

On the evening of March 29, Professor Percy H. Boynton, of the University of Chicago, lectured in Wingate Memorial Hall on "London of the Eighteenth Century."

"Christianity and Present Day World Movements" was the subject of an address by Professor W. O. Carver of the Southern Baptist Theological Seminary, in Leigh Hall, on the evening of April 4.

"An Evening in the Old South" was presented by Miss Louise A. Williams, of Augusta, Georgia, on the evening of April 9, in Wingate Memorial Chapel, under the auspices of the Young Men's Christian Association.

The Summer Law School opened Monday, June 9th, Professors Gulley and Timberlake conducting it. At present writing the enrollment of students is thirty-five.

Dr. Edward S. Ruth is conducting a vacation class in Anatomy. A half dozen men are taking advantage of the opportunity, six hours a day for two months.

At the Peace Oratorical Contest held in Raleigh February 28, in the auditorium of the State School for the Blind, Mr. Roy A. Marsh represented Wake Forest, with Mr. T. C. Holland as alternate.

The second of a series of three debates between Wake Forest and Baylor University was held in the Auditorium of Raleigh on Easter Monday evening. The query was, "Resolved, That United States Senators should be elected by direct vote of the people." The representatives of Wake Forest, Mr. J. C. Brown ('13) and Mr. R. S. Pruette ('13), upheld the affirmative. The decision was in favor of Wake Forest.

The first of a series of three debates between Wake Forest and Davidson was held on Easter Monday evening in Winston-Salem. The query was, "Resolved, That an easier and more expeditious method of amending the Federal Constitution should be adopted." The representatives of Wake Forest, Mr. W. R. Chambers ('14) and Mr. Samuel Long ('13) upheld the negative. The decision was in favor of Davidson.

The Coburn Players, on the evening of March 10, presented most acceptably Shakespeare's "Romeo and Juliet" on the College campus. The responsibility and credit of securing the performance belongs to the local Stratford Club, of which Mrs. W. R. Powell is President.

The following members of the Wake Forest Law class were licensed to practice law by the Supreme Court of North Carolina at the February Term, 1913: Y. D. Bailey, R. R. Blanton, G. C. Davis, E. M. Johnson, L. D. Knott, R. L. Herring, Charles Hughes, D. F. Mayberry, B. F. Ramseur, W. S. Royall. All the applicants from the Wake Forest Law School passed the examination successfully.

Dr. Hamilton Holt, Managing Editor of the New York *Independent*, lectured in Wingate Memorial Hall Wednesday evening, March 6, on "The Federation of the World," and Thursday evening, March 6, on "Commercialism and Journalism." His lectures were a part of the College Lecture Course.

On March 19 at noon, the Faculty and the students of the College and the people of Wake Forest assembled on the campus to witness the formal setting apart of the site of the new church. Pastor Johnson was in charge of the ceremonies. Singing was led by Dr. Hubert Poteat; the invocation by Dr. W. B. Royall, the reading of the Scriptures from Nehemiah II by Dr. W. R. Cullom; a brief address from Pastor Johnson; the dedicatory prayer by Dr. C. E. Taylor; the reading of the deed of the Trustees of Wake Forest College to the Trustees of Wake Forest Church by Professor J. L. Lake. Earth was then broken by the oldest members of the church, Dr. J. E. Fowler, Mr. W. B. Dunn, Professor J. F. Lanneau, Dr. W. B. Royall, and Mr. Sol. J. Allen.

The Wake Forest Glee Club and Orchestra under the direction of Dr. Hubert Poteat made the following itinerary this Spring: Oxford, April 10th; Weldon, April 11th; Enfield, April 12th; Rocky Mount (Glee Club at First Baptist Church, April 13th), April 14th; Scotland Neck, April 15th; Williamston, April 16th; Kinston, April 17th; Mt. Olive, April 18th; Raleigh, Meredith College Auditorium, April 19th. From every point of view it was the best tour the organization has ever had. The business manager found upon his return that he had three hundred dollars above expenses. The concerts were the best the club has ever given, the audiences were the most appreciative, and the boys themselves had the best time. There will be only three or four vacant places in the club next year.

Commencement, 1913

Commencement opened with the annual meeting of the Board of Trustees at three o'clock on the afternoon of May 21. The Baccalaureate Sermon was preached in the evening at half-past eight by Dr. Hugh Black, of New York City. His subject was "The Relation of the Christian to His World." His text was "Love not the world, neither the things that are in the world" (I John 2:15).

Rev. Clyde Turner, of Greensboro, conducted chapel services on Thursday morning, and Rev. M. L. Kesler of Thomsville on Friday morning.

THURSDAY, MAY 22.

At a quarter past ten the cornerstone of the Wake Forest Baptist Church building was laid with appropriate ceremonies. Prayers were offered by Dr. Charles E. Taylor and Dr. J. W. Lynch, formerly pastor of the church. Brief addresses were made by the present pastor, Rev. W. N. Johnson, Dr. J. B. Weatherspoon, of Oxford, N. C., and President R. T. Vann, D.D., of Meredith College.

The annual Literary Address was delivered by Dr. Hugh Black. His subject was "The Reading of Books." It was pronounced one of the best addresses ever heard here. Dr. Black is Professor of Practical Theology in Union Theological Seminary, New York City.

The various medals were delivered as follows:

Awarded by the Philomathesian Literary Society and presented by Mr. Carey J. Hunter, of Raleigh:

Senior Orator's Medal, to Roy A. Marsh.

Junior Orator's Medal, to E. P. Yates.

Sophomore Improvement Medal, to A. L. Carlton.

Freshman Improvement Medal, to I. L. Bennett.

John E. White Medal, to L. L. Carpenter.

Awarded by the Euzelian Literary Society and presented by the Rev. Joel S. Snyder, of Fayetteville:

Senior Orator's Medal, to Sam Long.

Junior Orator's Medal, to J. M. Pritchard.

Sophomore Improvement Medal, to M. C. Robinson.

Freshman Improvement Medal, to E. P. Whitley.

The J. L. Allen Medal, to T. L. Carter.

Medals open to all students irrespective of Society were presented by President W. L. Poteat:

The Thomas Dixon Essay Medal, to H. B. Conrad.

The Wake Forest Student Essay Medal, to H. B. Conrad.

The Wake Forest Student Fiction Medal, to C. A. Farrell.

The Hubert A. Royster Medal, to D. F. Mayberry.

At three o'clock in the afternoon the Class Day exercises were held in the Chapel.

President: Sam Long.

Vice-president: L. W. Smith.

Secretary: J. J. Waff.

Orator: W. T. Baucom.

Poet: E. W. Lane.

Prophet: T. C. Holland.

Historian: L. L. Carpenter.

Statistician: H. J. Langston.

Testator: W. J. Young.

A handsome cane was presented to Dr. Charles E. Taylor by Mr. J. P. Harris on behalf of the class.

The annual Alumni Address was delivered by the Rev. J. W. Lynch, D.D., of Athens, Georgia, at half past eight in the evening. His subject was "The Residuum of a College Education." The address is printed elsewhere in this issue of the Bulletin.

After the address the Alumni Association met in the

Gymnasium. Light refreshments were served. The following officers were elected:

President: W. C. Dowd.

Vice-president: W. E. Daniel.

Secretary and Treasurer: Prof. H. A. Jones.

Orator: Rev. Charles L. Greaves, of Hawkinsville, Ga.

Brief talks were made by Messrs. C. H. Jenkins, C. H. Durham, W. N. Johnson, G. T. Stephenson, and R. S. Pruette. On motion of Dr. W. L. Poteat, a committee consisting of Messrs. C. H. Jenkins, R. B. Lineberry, M. L. Davis, G. T. Stephenson, R. L. Moore, C. M. Beach, J. A. Oates, W. E. Daniel, and W. C. Dowd, was appointed to organize local Alumni Associations in their respective sections of the State, and to report to the next general meeting a plan of organization for the local and general. Dr. Hubert A. Royster, of Raleigh, was elected President of the Alumni Athletic Association.

FRIDAY, MAY 23.

The graduating exercises were held at eleven o'clock. After the invocation, the following orations were delivered by members of the Class of 1913 in the contest for the A. D. Ward Medal:

L. L. Carpenter: "The Old North State in the Field of Literature."

T. C. Holland: "The Judicial Settlement of International Disputes."

O. F. Herring: "The Immortal Minority."

V. V. McGuire: "The Relationship of Women to Some Economic and Social Problems."

Sam Long: "The Discovery of the Child."

C. R. Sorrell: "America's Uncrowned Queen."

The committee of judges, Chief Justice Walter Clark, Hon. R. W. Winston, and Dr. J. W. Lynch, awarded the

medal to Mr. V. V. McGuire. Judge Winston presented the medal in a most exemplary manner.

The following degrees were conferred:

Master of Arts: G. M. Beam, H. M. Beam, H. B. Conrad, S. C. Garrison, P. P. Green, L. Q. Haynes, P. E. Hubbell, L. R. O'Brian, G. M. Rodwell, R. E. Walker.

Bachelor of Arts: D. W. Arnette, W. T. Baucom, R. Benton, J. C. Brown, L. L. Carpenter, J. L. Carrick, N. C. Coggin, J. B. Currin, E. A. Daniel, H. G. Duncan, C. A. Farrell, H. H. Groves, G. M. Harris, J. P. Harris, G. N. Harward, O. F. Herring, T. C. Holland, B. H. Johnson, C. C. Josey, D. E. Josey, H. J. Langston, R. R. Lanier, T. T. Lanier, S. Long, V. A. McGuire, M. McLamb, B. F. McLeod, R. A. Marsh, A. R. Phillips, F. K. Pool, R. S. Pruette, O. L. Riggs, C. H. Robertson, L. O. Rogers, O. W. Sawyer, R. M. Sawyer, R. Skaggs, C. G. Smith, C. R. Sorrell, J. A. Strawn, E. F. Sullivan, L. C. Williams, I. E. Wishart, C. L. Woodall, N. E. Wright, W. A. Young.

Bachelor of Science: W. A. Bridges, J. C. Cabaniss, A. J. Ellington, T. B. Henry, G. N. Herring, E. D. Johnson, E. W. Lane, P. A. McLendon, W. H. Sherrill, F. C. Shugart, J. G. Stanley, J. J. Waff, G. T. Watkins, Jr.

Bachelor of Laws: J. C. Brown, R. L. Herring, E. M. Johnson, L. D. Knott, D. F. Mayberry, W. T. Lineberry, O. B. Moss, B. F. Ramseur, M. B. Simpson, H. P. Whitehurst.

Two honorary degrees were conferred. The degree of Doctor of Laws (LL.D.) was conferred upon President W. J. Martin, recently elected President of Davidson College. Dr. Martin was unable to be present but sent an appreciative telegram. The degree of Doctor of Divinity (D.D.) was conferred upon the Rev. Livingston Johnson, of Raleigh. In presenting Dr. Johnson, Dean Brewer used the following language:

MR. PRESIDENT:—I am commissioned to present for the degree of Doctor of Divinity, Livingston Johnson, of North Carolina, trained at Wake Forest College and the Southern Baptist Theo-

logical Seminary; a close student of God's Word; a close student also of God's world; for years ambassador of Jesus Christ to lost humanity; since 1900 Corresponding Secretary of the Baptist State Convention; Friend of God, Friend of Man—Livingston Johnson.

The session came to a formal close with the Baccalaureate Address of President Poteat. The address appears elsewhere in the Bulletin.

In the evening a concert was given in Memorial Hall by the Richmond Band, and there was an informal reception in the Society halls.

Announcements

At the annual session of the Board of Trustees in May the following action was taken:

Resolved, That the College Contingent Fee be increased to four dollars and the remainder of said fee, after discharging the purpose of its creation, be turned over to the Athletic Association, provided no athletic fee be collected from the members of the Literary Societies.

The Bursar will collect two dollars of this fee at the fall matriculation and two dollars at the spring matriculation.

The session of 1913-'14 begins September 2, 1913. An extra matriculation fee is charged all students who ask to be registered on a later date.

All first-year men, whether entering by certificate or by examination, and special students as well as regular students, are required to present themselves before the Entrance Committee before applying to the Bursar for registration. The Bursar will decline to register any students who do not present to him the certificate of the Entrance Committee.

On account of the delay of the architect in supplying the plans, it will be impossible to have the New Dormitory ready for the opening of the next session. Work on the building will begin, however, as soon as bidding contractors can be heard from. It will be located between the Memorial Hall and the Alumni Building, and will accomodate 65 men.

NEW SERIES

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Beginnings

Opening Lecture by Dr. E. W. Sikes, September 4, 1913.

“In the beginning” are the first words of the Bible, and they give the name to the first book—Genesis. No book in the world has been more interesting, because it gives a description of things when first created. The crowning work of creation was the making of man. These things lie in the distant past, but such distance lends enchantment to the view. The ancients held that the headwaters of all great streams were sacred. And so in this far-distant time we like to trace things to their origin. We are continually asking, “Who was the first white child born in America?” “What was the first battle of the Revolution or of the Civil War?” “What is the oldest town in the State?” “the oldest church? the oldest railroad?” We ask these things because there is a peculiar atmosphere of sanctity about these events and the men who brought these things to pass.

The genesis that I wish to call your attention to for a few minutes is that of the first college founded in the State—Wake Forest—and of the men who builded it.

Wake Forest College originated in far-off India and is connected with the name of Luther Rice. Judson and Rice went to India as missionaries of the Congregationalist Church. The long journey of probably six months—alone on the waters with the New Testament—made them Baptists by the time they reached India. Here they were in a distant land without support. Luther Rice, being unmarried, returned at once to America to ask the Baptists of America to do what they had not undertaken before, namely, support a missionary in the foreign field. Rice traveled

from Boston to Georgia—preached, persuaded and finally prevailed upon the Baptists to attend a great National Baptist Convention in Philadelphia. This was in 1814. This body met and organized, and made Luther Rice its traveling agent. The Baptist people of all the States rallied to him. The first president of the Convention was that prince of men and ministers, Richard Furman. Rice rode in his sulky up and down the Atlantic Coast and across the mountains for nearly twenty-five years. He saw that the great need of the Baptists was an educated ministry. He prevailed upon the great National Convention to found Columbian College in Washington City for the purpose of training up men in the ministry. Then the States proceeded to organize State Conventions to co-operate with the National Convention. The Baptist churches created the model for the great political parties a few years later. In 1830 the Baptist State Convention of North Carolina was organized, and its first great task was to found a school controlled and supported by the Convention. In 1832 it was voted to undertake the enterprise and in 1834 the first session opened at Wake Forest.

Now, who were the men who led at this time? No one man can claim that he first suggested the idea. Baptist leaders had always stood for education. It was a Baptist Association in Philadelphia that founded Brown University, then followed Columbian and others. In the South, Wake Forest, Richmond, Furman and Mercer, all came out of the same movement; all were founded along the track of Luther Rice. There were in North Carolina at this time some strong young college men. Thomas Meredith, of the University of Pennsylvania, was preaching and editing a paper at Edenton; Samuel Wait, of Columbian, was Corresponding Secretary or agent of the Baptist State Convention; John Armstrong, another Columbian man,

was preaching at New Bern ; and Wm. Hooper, a University of North Carolina and Princeton man, was teaching at Chapel Hill. These leaders said "Go forward!" They were all young men, full of hope, not afraid to work and ready to make sacrifices.

The Convention launched the enterprise and sent a delegation to ask the Legislature of North Carolina for a charter for the Wake Forest Literary and Manual Labor Institute.

Then began the opposition. One-third of the Baptists in North Carolina had just declared that they had no confidence in Luther Rice and his Foreign Mission plans, that they abhorred Sunday Schools, and that the training of ministers was a device of the Devil. Here was a great host that turned against every benevolent enterprise, a host that fought every effort to go forward. For many years they were known as Old School Baptists but later adopted the title of Primitive Baptists. The other class of opponents consisted of men who thought it dangerous for a religious denomination to control a school. North Carolina has always been conservative. This movement, though undertaken by good men, was thought dangerous. Visions of ecclesiastical tyranny rose before their eye. They thought of the Catholic Church and of the Church of England, and deemed that this was the beginning of the union of church and state.

But the charter was amended and passed the Lower House. It reached the State Senate. Here were men of wealth and refinement, but the opposition was more bitter than ever. On the morning of the vote a circular was placed in the desk of each Senator, a circular signed "Clodhopper"—a good writer bitterly opposing the granting of the charter. The vote was finally called for. The college men—those educated at our State University—voted to give the institution permission to be born, but many others

refused that boon. When the Secretary counted the ballots, it was a tie. It was now the responsibility of the presiding officer William D. Mosely. He was a graduate of the University and had been taught by a Baptist. He saw no harm in the enterprise and cast the deciding vote—and the Wake Forest Institute was born. It is said that this vote cost Mosely the governorship of North Carolina. Soon afterwards he left the State and became governor of the territory of Florida.

Samuel Wait was placed at the head of the school. John Armstrong was teacher of languages. Fruitless efforts were made to get Meredith, but he would not give up the paper—the *Biblical Recorder*. Fruitless efforts were made to get Hooper, but he went to South Carolina to teach theology in the institution out of which grew the Southern Baptist Theological Seminary. The professors that came to teach were Northern men,—mostly from Brown University.

Time forbids me to tell the story of the struggles of this institution for twenty years as it grew to be a college.

Now, there are some lessons from this Book of the Genesis of Wake Forest that may serve those of us who are beginning to write the Genesis of a college course or of another year in college.

First, these men were trained men. Their college training gave them a breadth of vision that many did not possess. Not only did they have the vision but they knew the means to fulfill the vision. The higher you climb the mountain the broader is the vision. He who never climbs never sees, and never knows what he misses. One function of a college course is to give this broader vision. Now, the individual question is how to get this vision. First—the use of text-books. The daily recitation is the mental drill. Each individual has a certain amount of mental

energy. Each one carries in his head a mental dynamo. The problem is how to get that dynamo to develop power, quickness, judgment, knowledge, and memory. There is but one way, namely, *use*. The difference between the trained and the untrained mind is the difference between a mob and a trained squadron. With what precision a trained squadron marches, halts, and grounds arms, at the word of command. Would you have a trained mind, then drill it. Enlarge its capacity, not only to take in but to absorb, to digest. It is not what a man eats that makes him strong, it is what he digests.

The second lesson to be learned from these men is that they stayed by the job. The mind is not strengthened by spurts of activity and then relaxation. That is the Indian's method of living. Make each day count. Prepare each lesson for each day. Stonewall Jackson did not lead his class, but he did more. Each year that he was at West Point he climbed nearer and nearer to the top. His rule was never to leave one lesson till he had mastered it. Therefore his progress was steadily upward. You will be tempted to neglect your books till the night before the quiz. This may put you nearer the top, but it is no measure of your mental growth. You are not giving your mind the best mental gymnastics. Hit the line, hit it hard, but hit it every day.

The third lesson is that these men saw their opportunity and seized it. There was no compulsion save the compulsion of a strong sense of duty. You will find in this institution some courses prescribed, some elective, some optional or voluntary. The first two are arranged for you by the college authorities. The third is left for you either to take or to reject. Under the last head comes the use of the Library. The thought of the world rests on those shelves. The knowledge which has mastered so many of the secrets

of the heavens and the earth is in those books. Get acquainted with them. Every student ought to get acquainted with one book each week during this year. Notice that I do do say "read," but "get acquainted with." Do not try to read every book you get your hands on, but do get acquainted with it. Some books should be studied line upon line, others should be read, others should be dipped into. What I am urging now is that you dip into many though you read but few. Here is Gibbon's *Decline and Fall of the Roman Empire* in several volumes. You will not have time to read it, but take it home with you, invite him to your room for a week, and have a few minutes chat with him. At the end of that time you will not know him, but you will be acquainted with him and on speaking terms with a great masterpiece. One thing your college course should do for you—acquaint you with books. Should it do nothing more, then it has put you on the road toward self-education, and in the final analysis every man who is educated is self-educated.

The other voluntary course to which I wish to direct your attention is that of public speaking. This is furnished through the literary societies. The purpose of your college course is to make your mind efficient, and then to give you power. Registration in Wake Forest College, and attendance on classes and membership in the student-body, will entitle your name to a place in the catalogue, but these things do not strengthen you, they do not increase your efficiency. To sit in a class-room no more makes a student than to sit in a pew makes a Christian. To think, to reason, is a Godlike power. It is a power that can be cultivated, that can be made to grow. The secret of mental power is the power to *concentrate*, to *focus thought*,—the power to make your mind stick to the task in hand. There is enough power in the heat that falls on this

campus to run half the machinery of the world if it could only be focused. More water flows down the Mississippi than goes over Niagara, but it is not focused. Stonewall Jackson and Forrest never asked for armies larger than their opponents had. What they sought always to do was to have more men at the point of attack than the enemy had. In that great Valley campaign three armies were opposed to Jackson, yet Jackson swept the valley of all opponents. How? Simply by concentrating at the fighting point. Though three armies were opposed to him, yet in the actual battle Jackson often had five to one in his favor. The power to marshal one's forces is the secret. This power comes only by practice, and the literary societies are the drill grounds. Debate not only tests knowledge and increases the faculty of expression but trains in marshaling these very powers.

But how can a man learn to speak? The solution is simple. Books may help you, listening to others will aid somewhat, but the only effective means is practice. That practice makes perfect is proven in this case. The impediments of voice and manner, of fear or stage-fright have been overcome by practice in hundreds of cases from Demosthenes to last year's freshman. It is worth while, not only to know how to master a recitation but also to master a line of thought, to draw your own conclusions from facts stored up in your own mind, to evoke from the recesses of your mind your own thought. Public discussion is the life of the Republic. You ought to be able to play your part. Nothing can take its place.

Another practical question that should confront each of you is this: *How may I get the most out of each day?* The answer is simple: *Systematize*. There are just so many hours in a day and just so much work to be done. A student is in danger of frittering away his time, and may

delude himself into thinking that he has been studying when he has not. You have, for example, sixteen recitations a week. Allot to each subject so many hours, select your hours for that subject and adhere thereto. The world's great work is done by system. Pierpont Morgan and Cornelius Vanderbilt could never have done their great work without system. Napoleon declared that he whipped the Austrians because they did not know the value of five minutes. Slain the habit of "putting off" as you would a crime.

A successful business man had as his motto above his door these words: "*Begin right, right away.*" Much depends on the right beginning. Some men will drop out within twenty days. They did not or could not begin right. At the end of the first year many will drop out. In later years they will regret it. They failed to adjust themselves. The spirit that keeps men delving for four years, they failed to grasp. For most men the first year is the year of fate. It is the year of transition—from schoolboy to collegian, from pupil to student, from supervision to freedom. It is a year when one begins to discover himself. Some break down in character, in morals, and in application. All these can be avoided so easily. The best defense is to stick to your books. Let nothing subordinate them.

On the other hand, do not fail to know your fellow students. It is good to know books, but it is better to know men. In the last years of your course—in your Junior and Senior years—have intimate contact with many of your fellows: always subject, of course, to faithful work on the curriculum. To come wisely into contact with good fellows is an education in itself. No habit of your life will be more serviceable to you than the habit or power of grappling men and holding them to you. It was the secret of Clay's and Webster's power; of Bryan's and Roosevelt's

influence. The Senior who at the close of this year knows every man at sight will already be on the high road to success, it matters not what occupation he may follow. Make your friendships as large as possible. In the after years you will find no relationships quite so warm, so cordial, so unselfish, as your friendships here. These men will be influential in your day. So there is an enlightened selfishness in cultivating them.

For most of you, your college course will either make you or mar you. For some men, there will never be a chance to become anything. In college there is no chance, there will never be any chance, for the idler, the leaner, the wobbler, the smatterer. To the student who has backbone, who has iron in his blood, the course will open up whole continents of possibilities undreamed of before. A continent lies before you, enter and take possession.

The Proposed Bible Amendment and Religious Liberty

Address by President William Louis Poteat before the joint session of the Senate and House Committees on Constitutional Amendments, Raleigh, Sept. 29, 1913.

For the sake of clearness and the sharp definition of the issue before the committees, it will be well to understand that some matters are not now in debate. By the courtesy of the gentlemen I will specify them in detail:

1. The patriotic motives of all the gentlemen who are participating in this discussion.

2. The superiority and excellent principles of the Junior Order.

3. The supremacy of the Bible both as a body of literature and as the authority and handbook of the religious life.

4. The inherent preciousness of the Bible and its superlative social value, and by consequence—

5. The importance of the Bible in all our schools for the sake of its influence on the character of the future citizenship of the State, an importance sharply accented by the newly recognized need of higher ethical standards.

The only issue now under discussion is this: Does the proposed amendment violate the rights of conscience and compromise the principle of religious liberty?

Consider, in the first place, the constitutional provision for religious liberty. Whatever may be the case elsewhere, in the United States the government has nothing whatever to do with either ecclesiastical bodies or ecclesiastical questions. The bills of rights of all the State constitutions provide full freedom of religious opinions and worship, and absolute equality of all religious denominations. The North Carolina Declaration of Rights contains the following unequivocal statement: "All men have a natural and inalienable right to worship Almighty God according to the dic-

tates of their own consciences, and" (note the phraseology of this addition made in 1868) "no human authority should, in any case whatever, control or interfere with the rights of conscience." In so high regard does the State constitution hold these rights of conscience, that from the fundamental obligation to bear arms in defense of the State it exempts all persons who have "religious scruples" against it.

Consider now the proposed amendment. It reads, "The use of the Holy Bible shall not be prohibited in schools supported wholly or in part by public taxes."

In order to see the bearing of this proposition it is necessary that we attend first to some definitions. And the first of these relates to the Bible contemplated in the proposition. Whose Bible? The Catholics will insist on the Douay version of 1609, which with its appended notes they consider the only Bible. But Protestants will not agree to the use of that Bible in the public schools. Take two sample renderings. Matt. 3:2, "John came * * * preaching, saying, Do penance, which word not only signifies repentance and amendment of life, but also punishing past sin by fasting and such other penitential exercises." Matt. 6:11, "Give us this day our supersubstantial bread, which is the bread we receive in the Holy Sacrament." It is apparent that the Authorized Version is a sectarian book from the point of view of Catholics, and the Douay Version is a sectarian book from the point of view of Protestants.

Moreover, Protestants differ among themselves about what Catholics would call the Protestant Bible. Some think the Authorized Version of 1611 the only Bible and the revision of 1881 nothing short of profanation and sacrilege. Among these later versions is one which has come to be called "the Baptist Bible." If the gentleman from Wadesboro will admit that he likes it, I shall be glad to hand him a copy. Here is its reading of Matt 3:16, "And having

been immersed, Jesus came up straightway from the water." We are forced to conclude, therefore, that the Bible of the proposed amendment is a sectarian book, and its enforced use would violate the rights of conscience of some section of the community, no matter which version might be chosen.

Another matter of definition. The phrase "shall not be prohibited" is in practical effect equivalent to "shall be enforced." It will be objected that all the amendment contemplates is to prevent the possible banishment of the Bible from the public schools. As a matter of fact, however, the Bible is at present in the public schools, or may be freely introduced, and, in that case, the amendment would manifestly keep it in the public schools by force of law against any protest on the score of religious scruples. What right would the patrons of the school have as against the State Superintendent, the local committee, or an individual teacher, who would all be at liberty to use the Bible and any version of it in the public school? No matter how introduced or by whom, the actual use of the Bible would be maintained by force of law, and the conscience of the patrons would be bound by the constitution itself, which we are accustomed to feel is the palladium of our civil and religious liberty. The proposed amendment, gentlemen, is in square conflict with the section which it offers to amend.

Permit me to present another consideration against the amendment. It is superfluous, so far as the present situation is concerned. In all the public schools of North Carolina with very few exceptions the Bible is now used. And gentlemen of the Junior Order who are urging the adoption of the amendment have themselves told us that this excellent brotherhood is at present placing a copy of the Bible on the desk of every public school teacher in North Carolina. What more could be desired?

But the advocates of the amendment are not concerned

to change the present situation. It is the prospect that is disturbing them. Seize the day! say many of the friends of the measure. We have now the opportunity to fix the matter against all contingencies. Now while heretics are so few as to be negligible, let us provide against the day of their power. I give these gentlemen the credit of not seeing for the time that such a shackling of the conscience of the future adds to the crime of intolerance the dishonor of taking a mean advantage of the unheard and helpless.

In matters of religion the majority has no rights over the minority. The Constitution of the United States declares, "Congress shall make no law respecting an establishment of religion or prohibiting the exercise thereof," not even if such a law should express the will and the conscience of the majority of the people of the United States. Why? Because the individual man's first obligation is not to the society of which he is a member, but to the God who is above society; and society and the State disintegrate in anarchy when they contravene this supreme allegiance. The ordered life of the State becomes possible only under the religious sanction, and the State which outrages that sanction commits suicide. The man who is not free in the fundamental and all-comprehending relation to God is not free in any relation. In politics the minority has no rights which the majority is bound to respect. But in religion the minority has all the rights of the majority. To disallow or invade these inalienable rights of the minority is the most obnoxious type of tyranny. A majority so ruling is a many-headed Torquemada armed with coercive powers against all heretics. For one I hold that the intolerance of a Protestant majority in North Carolina today would be more odious than that of the Catholic majority in the Spain of the fifteenth century.

Permit me to quote a name of great authority in democratic circles. Thomas Jefferson said, "Little is to be feared from error, while reason is left free to combat it." We have discarded the open instruments of torture; shall we adopt at this late day those which are more effective, indeed, but indirect and disguised under the forms of constitutional law? I warn you, gentlemen. Trample on the conscience of the Roman Catholic and Jew today, and your own conscience will be outraged tomorrow. The rights which you deny to even the smallest section of the present or the future citizenship of the State you cannot claim for yourself. Robespierre and his confederates perished by the same guillotine to which they had sent thousands of better men.

Faculty Personals

Director J. Richard Crozier, of the Department of Physical Culture, accompanied by his family spent the last summer at Harvard University. He completed the four years' course of study in the Theory and Practice of Physical Training, and received the diploma of the Harvard University Summer School of Physical Education.

Dean Charles E. Brewer attended the Sandy Creek Association on October 4, and the Tar River Association on October 8. He is chairman of the Laymen's Movement Committee of the Baptist State Convention. The position of General Manager of the Southern Baptist Assembly, which he accepted last summer, he resigned at the close of the vacation, and was succeeded by Mr. J. Dan Moore, of Columbia, S. C.

Dr. Willis R. Cullom, Professor of the Bible, represented the College at the Flat River Association July 15, the Beulah Association July 29, the Kings Mountain September 25, and the Tar River October 7. He made addresses at Lumberton September 7, and at Boiling Springs September 28; and conducted a special meeting in Statesville, June 15 to 26.

President Poteat gave three lectures at the Virginia Beach Baptist Assembly July 14 and 15; two addresses in the First Baptist Church, Columbia, S. C., July 27; seven lectures at the Alabama Baptist Encampment, Pelham Heights, August 2-8; two addresses at Mount Gilead, N. C., July 15 and 17; an address before the Y. M. C. A. of the University of North Carolina September 14; before the Mecklenburg and Cabarrus Association at Matthews September 17; before the joint session of the House and Sen-

ate Committees on the proposed Bible amendment to the State Constitution September 29 (published in this issue of *THE BULLETIN*); two addresses before the Y. M. C. A. Student Conference at Trinity College October 4 and 5; address before Mt. Zion Association at Mebane October 8; before the Roanoke Association at Scotland Neck October 16. In company with Mrs. Poteat he attended the Sagamore Beach Conference and made brief sojourns in Boston and New York City, early in July.

Professor J. Henry Highsmith, of the Department of Education, delivered before the Baptist Encampment at Virginia Beach, in July, a series of addresses on "Methods of Teaching in the Sunday School," and one address on "The Finished Product of the Baptist Young People's Union." He taught two weeks in the Summer School of the State Normal and Industrial College, Greensboro, North Carolina, July 28 to August 8. He conducted the Teachers' Institute of Cleveland County at Shelby, August 3. He conducted the Mecklenburg County Teachers' Institute at Davidson August 11 to 23.

Dr. Hubert McNeil Poteat, Professor of Latin, presided as District Deputy of the Wake County Masons in session at Raleigh, September 22.

Dr. E. W. Sikes, Professor of Political Science, represented the College at the Union Association in session at Wingate October 9, the Sandy Creek at Mt. Pleasant, and the Central at Perry's Chapel, and made addresses at Wake Cross Roads, Olive's Chapel, Monroe, and Sanford.

At a special meeting of the Trustees of Wake Forest College at the First Baptist Church, Raleigh, September 26, Dr. Edward S. Ruth, Professor of Anatomy, presented his resignation. It was accepted, and Dr. Ruth left by the afternoon train for his new position as Professor of Anat-

omy in the Medical Department, located in Dallas, Texas, of the Southwestern University (Methodist), of Fort Worth, Texas. Dr. Ruth came to Wake Forest in October, 1912, and from the first won the esteem and respect of the entire college community. Faculty and students alike regretted his decision to leave Wake Forest. He was attracted by the larger field for surgery presented by the city to which he has gone.

The Trustees of the College, in session in Raleigh, September 26, elected Dr. Wilbur C. Smith of the teaching staff of the Bellevue Hospital Medical College, New York City, Professor of Anatomy to succeed Dr. Edward S. Ruth, resigned. Dr. Smith received his preliminary education in the high school of Independence, Kansas, and his professional training in the University Medical College, Kansas City, Mo., winning his M. D. degree in 1908. For one year he served as night surgeon at the City Hospital, Kansas City, Mo., and for eleven months he was surgeon of the mines at Hudson, Wyoming. Returning to Kansas City, he worked in the new city hospital for six months, after which he accepted a position on the staff of the New Jersey State Village for Epileptics and Feeble Minded Men. He was soon promoted to the position of Assistant Superintendent of that famous State institution. In 1911 he resigned to accept an instructorship in Anatomy in the Bellevue Hospital Medical College. Last summer he spent in London studying Embryology and Comparative Anatomy under Professor J. P. Hill, and six weeks in surgery with Professor Gilbertnat L. Rehn at the great surgical centre, Stadt Krankenhaus, Frankfurt-on-the-Main. Dr. Smith and Mrs. Smith, who are both members of the Methodist Church at Independence, Kansas, arrived in Wake Forest on September 25, and are at home in the house formerly occupied by Dr. Ruth. Dr. F. W. Thyng, Assist-

ant Professor of Anatomy of the Bellevue Hospital Medical College, says: "Dr. Smith has been with the Anatomical Department as Instructor in Anatomy for two years. During this time he has devoted his time mostly to Gross Anatomy, but has assisted in other courses, Neurology, course upon the Sense Organs, etc. He is a tireless worker striving to give the student a clear idea of the subject matter at hand, and on account of this interest taken in the student, he is a great favorite among the student body."

Among the Alumni

W. H. Vann (M. A., 1908) has accepted the Chair of English in Howard-Payne College, Brownwood, Texas. A multitude of friends wish Harvey the success he so well deserves.

Rev. H. H. McMillan (B. A., 1908) was married on September 25, to Miss Lelia Memory, of Whiteville. Mr. and Mrs. McMillan sailed for Shanghai, China, on October 7, under the auspices of the Foreign Mission Board of the Southern Baptist Convention.

Thomas H. Briggs (B. A., 1896) paid a flying visit to Wake Forest during the last week of September. Professor Briggs is a member of the English Faculty of Teachers College, Columbia University, and just now is traveling for the University in the interest of secondary education.

W. H. Jenkins (1910-1912) is city editor of the *Norfolk Virginian-Pilot*.

Dr. James F. Royster (B. A., 1900) has been made head of the English Department of the University of North Carolina.

C. A. Farrell (B. A., 1913) is instructor in the English Department of the A. and M. College, Raleigh.

B. Y. Tyner (B. A., 1908) is head of the Department of Pedagogy in the State Normal School, Fredericksburg, Virginia, after completing the course in Teachers College, Columbia University.

Dr. Wyatt Patrick Exum (B. A., 1896) of Goldsboro, N. C., married Miss Rosalie Smith, of Goldsboro, October 16, 1913.

Mr. William H. Pace (B. A., 1903) of Raleigh, has formed a partnership for the practice of law with his cousin,

Mr. John H. Boushall, under the firm name of Pace & Boushall.

Dr. James Franklin Love (1884-1886), Assistant Secretary of the Home Mission Board of the Southern Baptist Convention, having his headquarters at Dallas, Texas, has presented a complete set of his published works to the College Library, namely, "The Southern Baptist Pulpit" (American Baptist Publication Society, 1895), "The Baptist Position and the Position for a Baptist" (Sunday School Board, 1903), "Spiritual Farming" (Sunday School Board, 1904), "The Unique Message and the Universal Mission of Christianity" (Revell Co., 1910), "The Papal Invasion" (Sunday School Board, 1912), and "The Mission of Our Nation" (Revell Co., 1912).

The death of Mr. William Royall Holding (B. A., 1912), at the home of his father Mr. Thomas E. Holding, Wake Forest, N. C., was the occasion of poignant grief to a wide circle of friends. He entered Wake Forest College in 1907 and took a leading part in inter-collegiate athletics throughout his course, winning an unusual degree of personal popularity. From the early age of twelve to the day of his death, August 17, 1913, he was a member of the Wake Forest Baptist Church, and declared at the close of his six weeks wrestle with fever that he was not afraid to die. From his graduation he had been bookkeeper in the Bank of Wake.

Mr. William W. Jenkins (B. S., 1875) died under an operation in Rex Hospital, Raleigh, July 4, 1913. Mr. Jenkins married Miss Nannie Mangum, of Wake Forest, and during the later years of his life lived near the village, a large and successful farmer. He was a member of the Episcopal church and was held in highest esteem. He is survived by his wife and daughter, Mrs. George Kittrell. This is the first invasion of the class of '75 by death.

Mr. John Henry Burnett (L.L.B., 1911), practicing law at Lillington, N. C., was elected Reading Clerk of the Senate in the special session of the General Assembly to succeed Mr. R. M. Phillips, deceased.

Dr. John E. Ray, Jr. (B. A., 1908) is to be congratulated upon winning the first place in a competition with one hundred other physicians for appointment to the position of surgeon on one of the battleships of the Argentine Republic. He entered upon his duties in this position in the month of August. It will be remembered that he won first place in a severe competition a year ago for appointment in Bellevue Hospital. That position he still retains, holding as he does the battleship appointment as from the Bellevue Hospital.

Rev. F. D. King (B. A., 1908) since his resignation of the Fayetteville Street Baptist Church, Raleigh, has been engaged in evangelistic work under appointment of the Home Mission Board of the Southern Baptist Convention.

Mr. David S. Kennedy (B. A., 1912) has resigned his position as editor of the *Orphans' Friend and Masonic Journal*, Oxford, N. C., in order to take a course in journalism at the Pulitzer School of Journalism of Columbia University.

Rev. A. C. Sherwood (B. A., 1903) has resigned the pastorate of the Baptist Church at Andrews, N. C., to accept that of the Baptist Church at Red Springs, N. C.

Rev. John M. Gibbs (1905-1906) pastor at Kenly, N. C., was married to Miss Jeannette Watson, of Graniteville, S. C., July 24.

The second annual meeting of the Wake Forest Alumni Association of Wake County was held at the Giersch Hotel in Raleigh, August 25. Fifty-one men banqueted together. The officers elected for the ensuing year were, Dr.

Charles Lee Smith, President; Dr. J. Rufus Hunter, Vice-president; Mr. Needham B. Broughton, Jr., Secretary-Treasurer. These officers, together with Mr. W. R. Powell, of Wake Forest, and Mr. Percy Olive, of Apex, constitute the Executive Committee. Money was raised for two scholarships for Wake County young men. A pleasing incident of the evening was the address of Mr. E. P. Whitley, the holder of the first scholarship of this Association. Dr. E. W. Sikes was toastmaster. His introductory remarks were on the subject, "The Task Undertaken by the Founders of the College." President Poteat answered the question, "Is the College Making Good?" and Senator J. C. Little indulged himself in reminiscences of his college career. Dean Charles E. Brewer was called out, also Mr. Thomas H. Briggs. The former president of the Association, Mr. B. F. Montague offered a resolution asking the faculty of the College to effect a close organization of the Alumni providing for one or more delegates representing local Alumni Associations in the General Association at commencement and coming up with specific propositions for the good of the College.

Mr. Eugene A. Turner (B. A., 1905, M. A., 1906) has resigned the general secretaryship of the Young Men's Christian Association at the School of Technology, Atlanta, which he has held for five years most creditably. He sailed in September for China, where he will continue his work for young men.

Mr. Elias Dodson Johnson (B. S., 1913) has accepted the position of Science teacher in the city high school of Asheville, N. C.

Mr. Maloy A. Huggins (B. A., 1912), after a year as principal of the high school in Washington, N. C., has accepted the professorship of Latin and Greek in Union Uni-

versity, Jackson, Tenn. He entered upon his duties there at the beginning of the present session.

Rev. E. N. Johnson (B. A., 1910) pastor of the Baptist Church, Morganton, N. C., was united in marriage, October 1, to Miss Frances Johnson, daughter of Dr. Livingston Johnson.

Mr. Gaston Simmons Foote (B. A., 1904), of Norfolk, Va., was united in marriage to Miss Mattie Caroline Hunter, of Portsmouth, Va., October 21, 1913.

Record

The opening lecture of the session was made at the Chapel period, September 4, by Dr. E. Walter Sikes, of the Department of Political Science. It is printed elsewhere in this issue of THE BULLETIN.

Dr. John E. White, of Atlanta, Ga., gave a lecture on "Sidney Lanier," at 7:30 p. m., September 4. It was the first of the College Public Course of Lectures for the session.

On the evening of October 9 the second lecture of the College Public Course was given by Dr. Benjamin Sledd on "What Shakespeare is to Me."

Dr. Frank M. Purser, Assistant Educational Secretary of the Foreign Mission Board of Richmond, Virginia, made an address to the Young Men's Christian Association on Monday evening, September 22, and Rev. Charles E. Maddy, of Raleigh, October 13.

Rev. Charles E. Maddy, pastor of the Baptist Tabernacle, Raleigh, has done a very graceful thing and put the College under lasting obligation to him. He has secured the coöperation of some sixty friends and presented to the College a first-class stereopticon. It is Underwood & Underwood's New Academic, with arc light. The instrument has been long needed and will add very greatly to our equipment and be of service in many departments, besides being available for public lectures and entertainments.

The Class of 1914 set a new precedent on the evening of October 14. They invited President Poteat and Dr. Sikes to address them. Dr. Poteat spoke on the "Place of the Senior Class in College Life;" Dr. Sikes made a number of practical suggestions. It was resolved that the class meet once a month, and a committee was appointed, Mr. D. M.

Johnson, Chairman, to arrange a program for these monthly meetings. Other important steps will be announced later. Its officers are the following: President, A. O. Dickens; Vice-president, S. W. White; Secretary, R. F. Paschal; Treasurer, N. J. Shepherd; Historian, C. W. Mitchell; Poet, R. J. Hart; Prophet, D. M. Johnson; Statistician, E. P. Stillwell; Testator, C. J. Whitley.

Ground was broken for the new College Dormitory August 26, 1913, and brick began to be laid September 6. The Building Committee appointed by the Trustees, Dr. L. Johnson, Chairman, Mr. C. J. Hunter, Mr. T. H. Briggs, Mr. W. N. Jones, Mr. G. A. Norwood, Mr. R. E. Royall, and President Poteat, rejected all contractors' bids and appointed Mr. W. L. McMichael, of Charlotte, superintendent of Construction, and entrusted the erection of the building to a special committee consisting of Mr. E. B. Earnshaw, Chairman, Dr. J. H. Gorrell, Dr. G. W. Paschal, and President Poteat. It is the purpose to press the building through to completion without interruption so far as weather conditions will permit. Four of the independent units of Mr. Frank E. Perkins' general plan will be erected now, with lodgings of three different groupings for seventy-five men.

The Literary Societies have divided into groups for debate on Friday evening. The Phi Society meets in three sections and the Eu in four. The members report a growing enthusiasm in the debates. With the group plan more men speak and speak oftener. The sessions are limited to an hour and an hour and a half. The time of speeches is limited to five minutes. Any member may be excused after a discussion of one hour, if he has performed the duty assigned him. The group plan was necessitated by the large numbers in the societies. The various lecture rooms are used by the groups. From seventy-five to a hundred

men speak each Friday evening, and yet by nine o'clock the meeting may be adjourned.

A member of the present student body, Mr. James Austin Long, of Dunn, has presented to the College a copy of the "Catalogue of the Officers and Students of Wake Forest College for the Collegiate Year 1854-5." It was printed at the office of the *Southern Weekly Post*, Raleigh, 1855. Its eighteen pages show a number of interesting things. The "Board of Instruction" consisted of Rev. W. M. Wingate, A. M., Chairman of the Faculty and Professor of Moral and Mental Philosophy; W. H. Owen, A. M., Professor of Languages and Elocution; Rev. W. T. Walters, A. M., Professor of Mathematics and Natural Philosophy; Rev. Wm. T. Brooks, A. M., Adjunct Professor of Languages; Wm. G. Simmons, Professor of Chemistry, Mineralogy, Geology and Agricultural Chemistry; and R. P. Jones, Tutor of Languages and Mathematics. The summary of students reports 7 Seniors, 11 Juniors, 17 Sophomores, 18 Freshmen, and 63 Academical. The Academical Department presents a course "supposed to be attainable in three years." "On Sunday afternoon all classes are required to stand an examination on one or more chapters of the Old or New Testament. Prayers are held every morning and evening." The session began on the Fourth Monday in July and extended to the second Friday in December, the spring session beginning the third Monday in January and extending to the second Thursday in June, the commencement day. Estimated expenses for the entire year in the Academical Department, \$146.00; in the College Department, \$156.00.

Friends of Wake Forest will be pleased to read the following extract from an article by Rev. William Russell Owen, of Atlanta, Ga., in the *Examiner* (New York City) of August 7:

"One month ago I was riding on the Seaboard Air Line Railroad, and was traversing the State of North Carolina in company with a distinguished alumnus of Wake Forest College. "There," cried he, as we swept into view of the quiet and woody campus. "There is Wake Forest. That school has been a mightier factor for the Baptists of this State than any other single influence." And this is singularly true of Wake Forest College. More than any other college in the South, Wake Forest interprets the spirit and temper of its native State. Richmond is perhaps more sedate, Mercer more original, Furman more classic, Georgetown more orthodox, Baylor broader-visioned—perhaps these things are true of the other colleges; but Wake Forest presents itself to me as the ideal Southern Baptist College. It has turned out always the very best type of manhood; it has somehow endowed its Alumni with a spirit of loyalty that never seems to wane, and there has always existed the distinctively individual Wake Forest spirit, a cosmopolitanism that embraces the claims and calls of every side of human need. Maybe this is due to its presidents, maybe to the *esprit de corps* which has lighted in a peculiar way every page of its noble history. Richmond is my own college (and I suppose memory whispers to me to write this loyal line). Richmond has before it the best chance and prospect of any Southern college, with its magnificent new site and splendid endowment; but Wake Forest, even more than Richmond, will continue to be the typical Baptist college of the South. It is attempting nothing else than to take the boy of the hills or of the plains, to keep him to the simplicities, and at the same time to lead him to the broadest conceptions of his place in the kingdom, to lift him to the highest possible viewpoint, and to teach him to go free-handed, with the very best of preparation, to stamp his individuality on the world, which he is taught is his field of service to

mankind. Three years ago Wake Forest had five Representatives in Congress. Governor Kitchin, of North Carolina, is a Wake Forest man; A. C. Dixon, of Spurgeon's Tabernacle, and Len Broughton, and the Poteats—W. L., now President of Wake Forest, and E. M., President of Furman—are Alumni. John E. White, of Atlanta, and A. T. Robertson, of the Seminary at Louisville; Rufus W. Weaver, of Nashville, and A. C. Cree, of the Home Mission Board; Livingston Johnson, Secretary of the State Missions, and S. J. Porter, of San Antonio, all of them are the good products of this school. John Charles McNeill, a young fellow who a few years ago took from Roosevelt the Patterson cup for the best literary production of that year, was a Wake Forest man. He died, with his genius for poetry, at twenty-three. At one time he was editor of the *Charlotte Observer*, Claude Kitchin of the Ways and Means Committee in the National House of Representatives, is a son of Wake Forest. North Carolina has but one city of over 30,000, and the Baptists of this State are a homogenous, mighty, progressive folk of the highest ideals and the loftiest aims. Wake Forest is largely the secret of the Baptist strength."

At the Sophomore-Junior Debate, Friday evening, October 17, the query, "Resolved that the Closed Shop is detrimental to the best interests of this country," was discussed by the following gentlemen: Affirmative, John Morris Gatling, of Bertie, Eu Junior, and Carey Joseph Hunter, Jr., of Raleigh, Phi Sophomore. Negative, Astor Lee Carlton, of Duplin, Phi Junior, and J. Baird Edwards, of Madison, Eu Sophomore. The committee decided the debate in favor of the affirmative.

The Student Baraca Class, Mr. Roy Haddon Norris, of Wake, President, and Professor J. Henry Highsmith,

Teacher, gave a reception in the Gymnasium at the close of the Sophomore-Junior debate, October 17. The guests of honor were the fourteen members of the Senior Class of Oxford College. Mrs. Woodall, of the Oxford Faculty, chaperoned the young ladies and by her readings contributed notably to the interest and pleasure of the evening. The occasion was in all respects delightful.

Announcements

The spring term will open December 30, 1913.

At the request of the representatives of the Senior Class the fall Senior Speaking has been postponed until November 7.

The general schedule of term quizzes which obtained last December will be observed at the close of this term. See schedule of examinations at front of current catalogue.

Dr. Cullom, Chairman of the Lectures Committee, announces the following lectures for the remainder of the session, Dr. John E. White, of Atlanta, and Dr. Benjamin Sledd having already delivered their lectures: Mr. Richard H. Edmonds, Editor of the *Manufacturers' Record*, in November; Dr. J. B. Gambrell, of Dallas, Texas, a series in December; in January a musical entertainment by the DeKoven Quartet; in February three lectures by Frank Dixon, of Washington, D. C.; in March Booth Lowery; in April five lectures by Dr. J. W. McGlothlin, of Louisville, Kentucky.

The College Glee Club and Orchestra, under the direction of Dr. Hubert McNeill Poteat, has arranged the following itinerary: Durham October 24, Winston-Salem October 26, Asheville October 27, Marion October 28, Lenoir October 29, Statesville October 30, Lexington October 31, Thomasville November 1.

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The Significance of the Wake Forest Church Building

By Pastor Walter N. Johnson.

We need to see the larger significance of the church building which is going up at Wake Forest College. This building is more than ordinary. It has, at least, two unusual meanings: First, it is the setting of a new pace in Baptist architecture in North Carolina; second, it will be the means of revitalizing North Carolina Baptist churches.

The Setting of a New Pace in Church Architecture.

This is a building age. Men are more interested in building than in amusement or money-making. There is a passion in human nature for putting things together; that is, construction. We build transcontinental railroads and inter-oceanic canals and in a few years the dates of the beginning and of the completion of these tasks will be forgot in the popular mind. So tall are we rearing our buildings that the millions of our great cities live practically under ground. To an observer in an airship over one of them the streets would look like ditches dug out between huge sky-scrapers. There is one railroad depot recently built which cost every man, woman, and child in the United States \$1.25 each. There is a courthouse contemplated for which the architect's plans alone are costing six hundred thousand dollars.

Great as all this is, we are hardly at the beginning of our building operations. We are just getting our machinery in place to build sure enough. Railroads and steamships are ready to carry just as much building material as we can use from any spot on earth to any place where we wish to build. We are putting the power of the waterfalls and coal mines behind hammer and saw and chisel and trowel. There are

soon to be erected on our planet edifices that will throw into the shadows of eternal insignificance the pyramids of Egypt.

Now, the great question is, is religion to dominate the building activities of the future or is it to be smothered and ground out by them? Real religion can not take second place in anything. It must be supreme; else it ceases to be religion. It can compromise nothing. Shall God be forgot in our great buildings?

An impressive house of God in a community is a continual reminder of the presence of God. Its silence outlasts sermons and hymns. It is a material protest against materialism. The world has outgrown Roman Catholicism by three hundred years, yet Catholicism continues to sway millions of men. Why? One reason: The mind of man can not get out from under the shadow of the great cathedrals built in the days of Rome's glory.

After all, the spirit of a civilization expresses itself more perfectly and more permanently in its building than anywhere else. The most that we know of the motive that moved Assyrians, Babylonians, Egyptians, centuries ago in their larger undertakings is what we learn with a spade digging into the ruins of their buried cities. What will the archæologist of a thousand years hence think of the civilization that you and I are helping to build when he digs down into the ground and finds that we built larger freight houses than hospitals, more impressive automobile garages than temples of God? Let religion have right of way in our architecture.

Further than that: Give the Baptist idea of religion a chance to express itself architecturally. Someone has said the Baptist conception can not go into brick, mortar, and stone. Well, that is a serious indictment of the Baptist movement. For no idea which can not be expressed in build-

ings can hope to be permanent in a civilization so deeply interested in building as our is.

But the Baptist idea has not so far been architecturally expressed. Why? For several reasons: Baptists have been too poor to erect great buildings until now. They have lived in the country districts mostly where there is no necessity for great buildings. We have aped others in our buildings, but a new day is on us now. We are beginning to see the larger relations of Baptist principles; that they reach to the bottom of human society and to the outer circumference of all human interests. They are beginning to demand an adequate, permanent expression.

The Baptist idea, that is, democracy in religion, is taking the age. For instance, China, the largest, most inert, most unimpressible mass of mankind that God in all history ever rolled into one lump, has suddenly turned democratic. That is, it has become Baptist in its political attitude before it even became Christian in its spiritual consciousness. India, Japan, and even Russia and England, have had the same breath blowing in their faces. Democracy is burning in the bosom of every advanced nation. Mark it, democracy can not be separated from religion. There can be no brotherhood among men without the fatherhood of God over men. There can be no permanent equality among men without the eternal supremacy of Jesus Christ over men. When at last democracy in religion shall find full expression in a building, the elemental forces of our time will culminate in an era of building eclipsing the glory of the time when the magnificent cathedrals of Europe were reared. There is soon to come a type of church building which will mean more to the future than the cathedrals have meant to the past.

But what will be the character of the Baptist building?

That no man can tell. A building can be no more described in words than a tune. "Architecture is frozen music." We shall know the Baptist building when we see it. Our souls will answer to it in its silence. Some things we can vaguely foretell about this Baptist building: It will not break harmony with its surroundings. Standing for a religion rooted in the common life of the community where it is located, it will not be marked as forbiddingly different from the other buildings which serve the life of the community. Whatever it is in the Baptist instinct that recoils from a robe or a peculiar collar on one of our preachers which marks him as different from other men, has never yet been expressed in our church buildings. When the Baptist building is finally set before us, we shall have to look the second time to see whether it is a courthouse, or library, or schoolhouse. But the third look will leave no doubt about it. Once inside of it we shall be overwhelmed with its majesty. The Baptist emphasis is on the interior. It will not be a severe utility building either. Equality among men being dependent upon the Lordship of Jesus Christ, this building serving the common life of the community will overwhelmingly impress every soul that passes into it with the supreme authority of its Lord and Saviour.

The Wake Forest building is going to mark a stage on the way to this type of architecture in North Carolina. Every foot of its space is to be used for teaching and preaching of the Word, and for social intercourse of the people attending service in it. Yet the cross in the form of which the whole plan is cast, the columns at its entrance, the stone doorway at the front, the three doors which have to be passed to enter its auditorium and the lofty dome above its center, give it a dignity which keep the total utility of all its parts from becoming cheap. When North Carolina Bap-

tists see this edifice for the first time they are going to know in their soul that what they have felt in their Christian experience has been expressed. The scores of preachers, who in the formative years of college life are to work and worship here, will go out to reproduce this type of building in whatever fields they may enter in all the years to come. Thus a Baptist pace in church architecture is set here for generations to come. We shall see in a few years that the plan of the Wake Forest House of the Lord was a bold stroke for a new day.

The Revitalization of Our North Carolina Baptist Churches.

This is more important than architecture; it is life. One is artistic, the other is spiritual. Architecture is the body: we are talking now about the soul of our churches.

Our Baptist churches need revitalizing. They have about a quarter of a million members; over two thousand churches. We are numerically overgrown. Thousands of us are doing nothing at all. Fifteen hundred of our churches are asleep, if not dead. The most of these sovereign churches will not coöperate with one another in anything, not even with those churches adjacent to them in the support of their own pastor. The district association is in danger of losing its place in our denominational economy; the fires are burning low in most of our associations. Our Baptist State Convention is so thinly attended that it is not representative of our churches. There are cotton mills in our State spending every year more to keep up their work than all the hundreds of thousands of Baptists in the State are giving to enlarge the Kingdom of Heaven. We have lost vision. If we do not wake up and see some things, we are going to perish.

There is no way to get the Baptists of North Carolina into their own without beginning with the revitalization of

our churches. Local churches are the only Christian institutions disclosed in the New Testament. Loyalty to them is the test of our soundness. As persons are necessary in the operation of physical machinery, so churches are vital in ^{8.} Baptist coöperation. Where we forget this, our denominational work disintegrates. If our churches were alive we could easily raise a million and a quarter dollars per year for the Lord's work. If we had the Christian vitality and wisdom to give this amount and to expend it wisely, in a generation we should have North Carolina built into the ideal Christian commonwealth. It is a question of letting the spirit of God teach us that our churches are not mechanical organizations, but living organisms.

The Wake Forest church is strategic in this North Carolina Baptist crisis. The little town of Wake Forest is an example of what the Baptist idea will make of a community. Baptist North Carolina is a reproduction of the Wake Forest situation. A churchless town about our college where the leaders of our churches are trained would finally paralyze all our churches into numbness. More than we think, that has already occurred.

The church building at Wake Forest is touching the most vital spot in our North Carolina Baptist activity. Our college, training our leaders, is congealed in an atmosphere where the church-consciousness is far from what it ought to be. A house is as necessary to a church as a brain is to a mind. A bird never hatches without a nest.

Loyalty to the local church is the essence of Baptist faithfulness. This church building at Wake Forest marks the concentration of the church-consciousness of North Carolina Baptists. Every contribution to this building from over the State is a spark of this consciousness. When at last there shall be brought together enough of these contribu-

tions to erect a temple of God we may expect a furnace of church loyalty to be kindled that will wrap the younger ministers of North Carolina in a light and heat for which our older preachers have yearned. This church building is becoming the flaming point of contact between Wake Forest College and the Baptist churches of North Carolina.

This building will make the way for a demonstration of actual church work in our educational center. West Point without a piece of artillery! Annapolis without a battleship! Wake Forest without a church building! It is as necessary to have a typical visible church at Wake Forest to play a part in the training of our ministers as it is to have a moot court for our lawyers or a laboratory for our doctors.

It is imperatively demanded that we have the young leaders of our churches in touch with a warm church life and with efficient methods of church work. Give us this at our College and we shall ultimately touch off a spark of holy fire in every church in North Carolina that opens its doors to the influence of our College.

**Report of the Board of Trustees of Wake Forest College to the Baptist State Convention
December 10, 1913**

In conformity with the action of the Baptist State Convention in session at Goldsboro, December 5, 1912, the General Assembly of North Carolina amended the existing charter of Wake Forest College by striking out sections 2 and 3 pertaining to vacancies in its Board of Trustees and the mode of filling them, and substituting for these sections the following:

SECTION 2. That the present membership of the Board of Trustees of Wake Forest College shall be divided by said Board at the regular meeting in May, one thousand nine hundred and thirteen, into three classes of twelve each, and when so divided the first class shall hold their membership in said Board for a period of two years from their election; the second class for a period of four years from their election; and the third class for a period of six years from their election, and the successors to these classess shall be elected by said Board for a period of six years. The said Board shall be chosen only from those who are members of Baptist churches coöperating with the Baptist State Convention of North Carolina, and when so chosen shall be reported by said Board to the next session of said convention thereafter held, for confirmation or not by that body.

SECTION 3. That in the event of death, resignation, refusal to act, or removal from the State of any one of said Trustees, the said Board of Trustees shall choose his successor for the unexpired term; and if any one of said Trustees shall fail for three consecutive years to attend any session of said Board, his membership therein shall be forfeited and the same shall be filled by said Board as in case of death, resignation, refusal to act, or removal from the State.

SECTION 4. This act shall be in force from and after its ratification.

Ratified this the 20th day of January, A. D. 1913.

At the annual meeting of the Board of Trustees in May, 1913, the division of the Board into three classes in accordance with the amended charter was made. To fill the vacancy caused by the death of Dr. James B. Richardson, September 7, 1912, after a service of thirty-nine years, the Board in May last chose Mr. A. E. Tate, of the First Baptist church of High Point, as his successor, and now presents him to the Convention for confirmation.

The Faculty of the College is worthy of the confidence and esteem in which it is held. The Board reports with especial pleasure that a substantial addition was made to the salaries of the professors at the May meeting. Only one important change in the membership of the Faculty has occurred. Dr. Edward S. Ruth, Professor of Anatomy, presented his resignation to a special meeting of the Board, September 26, 1913, and Dr. Wilbur C. Smith, of the Anatomical staff of the Bellevue Hospital Medical College, New York City, was elected to the vacant professorship and entered at once upon his duties.

The student enrollment up to date is 435 and shows an increasing range among the States. The administration reports a fall term unsurpassed in the cordiality and loyalty of the student body and in the entire absence of unpleasant incidents of any sort.

Ground was broken for the new College Dormitory August 26, 1913, and at this date the walls of the first story above the belt course are rising. It is the purpose of the special committee in charge of the construction to press the building forward to completion without interruption so far as weather conditions will permit. It will provide lodgings for seventy-five men, and be an up-to-date building in all respects. There is every reason to expect it to be equipped and ready for use by the opening of the session of 1914-'15.

The new house of worship at Wake Forest is in some ways independent of the College. The Trustees of the College deeded to the Trustees of the church the plot of ground in the Campus on which it stands, and responsibility for financing the enterprise does not rest officially upon the College. But in an important sense the new church building is a direct contribution to the equipment of the College. It will be the religious home of the students, ministering to the warmth and activity of their spiritual life and setting a standard of church equipment and work which they will carry into the churches throughout the State. This relation to the College gives the building a denominational and public character and so a breadth of appeal which no other church building in the State possesses.

It is the matured conviction of the Board that Wake Forest College and the other colleges and schools maintained by the denomination are primarily agencies of the Kingdom of God and ought so to be regarded by the churches. Evangelism and training are the two branches of the work of the Kingdom, and the Great Commission, which yokes them together, enjoins both with equal authority. The young men and women who are won to Christ require to be trained for efficiency in his service, and the responsibility for both is on the local churches. This responsibility has heretofore been recognized in a generous openness to occasional appeals and in the gifts of individual members. We now recommend that the final step toward the full recognition of this obligation be taken by the representatives of the churches here assembled—that the Baptist State Convention adopt Christian Education as one of the objects to which it will ask its coöperating churches to make regular contributions.

Faculty Personals

Dr. B. F. Sledd delivered three addresses at Mars Hill College on December 5, 6, and 7. The subjects of these addresses were, "A Country Boy to Country Boys," "Women and the World," and "The Literary Study of the Bible." He spoke also to the Woman's Club of Mars Hill on "Shakespeare.' President R. L. Moore writes: "Dr. Sledd gave three addresses as interesting, inspiring, helpful, and eloquent as if from a regular platform speaker. I did not know he could do the thing on this wise!" On January 1 Dr. Sledd addressed the Young Men's Club of Raleigh on "A Pedagogue's Point of View." On February 2 he spoke at the banquet of the Contemporary Club of Henderson.

Dean Charles E. Brewer attended the Kansas City Convention of Student Volunteers January 1-4, and the Conference of Southern Baptist Schools and Colleges at Nashville, Tenn., January 23-25. He made an address to the Baptist State Convention at Shelby on "Secondary Schools." He is one of the Secretaries of that body and Chairman of its Committee on the Laymen's Movement.

Professors E. W. Timberlake, H. M. Poteat, and J. B. Hubbell attended the Grand Lodge of Masons in Raleigh, January 13-15. Dr. Poteat was appointed Grand Steward and Rev. W. N. Johnson Grand Chaplain for the ensuing Masonic year.

Dr. J. B. Gambrell writes in *The Baptist Standard*, of Texas, of December 25: "One of the most effective forces in the making of North Carolina Baptists is Professor W. R. Cullom, teacher of the Bible in Wake Forest College. What a grip he has on the fine body of students, both ministerial and others! His teaching helps in a vital way to season the whole student body and to give the tone and purpose essential to success in after life. Not even the Gov-

ernor of the State, a noble Baptist, is doing more to make the right kind of State than is Professor Cullom by imbuing the hearts and minds of the future great men of North Carolina with the spirit of religion and the highest moral and civic virtues. He is working at the foundations." Dr. Cullom made addresses to the First Baptist Church of Elizabeth City on November 23, to the Kings Mountain Association, to the Baptist Church of Cary December 28, the Cary High School December 29. To the Training School of the Sunday School Workers of Roanoke, Va., he gave a series of lectures January 25-30. Richmond College has conferred upon him the degree of D.D.

Rev. and Mrs. W. N. Johnson are the delighted parents of a fine boy, the latest addition to the College Faculty.

Professor J. Henry Highsmith attended the Baptist State Convention at Shelby and spoke on "The Baptist Young People's Union." On December 13 he delivered two addresses at the First Church of Durham, N. C. January 11-14 he delivered a series of lectures at the Training School for Sunday School Workers, Danville, Va.

The President of the College made an address before the Roanoke Association in Scotland Neck October 16, and before the South Fork Association at Mt. Holly October 22. He addressed the Young Men's Christian Association at Knoxville, Tenn., and the First Baptist Church of that city October 26. On the 30th he addressed the Raleigh Association at Cary, and on the 31st the Robeson Association at Antioch Church. On November 18 he accepted Governor Craig's appointment on the Special Freight Rate Commission provided for in House Bill 452 of the special session of the 1913 General Assembly. On November 23 he made addresses to the Young Men's Christian Association and the Citadel Square Baptist Church of Charleston, S. C. On November 28 he addressed the Wake Forest Alumni Associa-

tion of South Carolina in Columbia, and on the 30th the Young Men's Christian Association, the First Baptist Church, and the students of Benedict College. On December 3 he gave an address before the Mental Hygiene Conference, Raleigh, on "Americanitis." At the Baptist State Convention in Shelby he presented the report of the Wake Forest Board of Trustees, printed elsewhere in this issue, and made an address on "The Place of the Orphanage in the Christian Program," printed in *Charity and Children* of a later date. He read a paper on "The Natural History of Religion" before the Baptist Ministers' Conference of New York City, January 5, and on January 6 made an address at the Collegiate Baptist Church of that city. On the 24th of January he made an address at the annual dinner of the North Carolina Society in Washington, D. C.

Dr. E. W. Sikes, of the Department of Political Science, delivered four lectures on Baptist History in North Carolina before the Y. M. C. A. of Wake Forest College, November 10, 17, 24, and December 1. He made a State Mission address at Rolesville November 30, lectured at Cary Baptist church January 11, at the First Baptist church of Wilmington, January 18, and gave the Memorial Address before the Cape Fear Camp of Confederate Veterans, Wilmington, January 19.

Professor John F. Lanneau, of the chair of Applied Mathematics and Astronomy, is distributing a reprint from "Popular Astronomy" of December, 1913, of his article on "The Cosmoid." The article is a description with illustrations of the Professor's own invention, which he has named from the two Greek words, *cosmos*, universe, and *eidos*, form. It is a model of the celestial sphere capable of a great variety of adjustments to illustrate astronomical definitions, principles, and phenomena, and to make plain celestial relations otherwise difficult to apprehend.

Among the Alumni

Paul E. Hubbell (M.A., 1913) is the winner of the Rhodes Scholarship in Oxford University, England. Mr. Hubbell, who is a brother of Prof. J. B. Hubbell, is now teaching Latin at Mars Hill College. Mr. Hubbell, who is a son of Rev. D. S. Hubbell, a Baptist minister in Surry County, graduated from Richmond College with the B.A. degree in 1911. While there he won the Tanner Medal given "to the most proficient graduate in the school of Greek." The following year he was Principal of the Grant, Va., High School. He entered Wake Forest College in January, 1912. In the spring of that year he won the Thomas Dixon Essay Medal. He was Senior Editor of "The Howler" in 1912-'13. Mr. Hubbell was regarded as not only a good student but as a representative all-round college man, interested in all the various departments of College life. And this is the type of College man that Rhodes desired. Of the nine men who took the qualifying examination in October only four passed. Of these, two (Mr. Hubbell and Mr. A. C. Campbell, '11), were Wake Forest men. The committee selected Mr. Hubbell as the best qualified man of the four. He is Wake Forest's second Rhodes Scholar, Prof. Harry Trantham (M.A., 1901), of Baylor University, being the first.

Mr. Owen Odum (B.A., 1913) of Coats, N. C., was married on December 20 to Miss Anna Kelly, of Raleigh, N. C.

Mr. Phil Utley, formerly of Raleigh, has been the coach of athletic teams in Carson and Newman College, Jefferson City, Tenn.

Rev. Lee M. White (B.A., 1908), is pastor of the Byne Memorial Church, at Albany, Ga.

Rev. H. L. Swain (1899-'03) after several years in the pastorate of Druid Park Baptist Church, Baltimore, is now pastor at Leesburg, Va.

Rev. J. C. Owen (B.A., 1899) is evangelist in the Department of Mountain Missions and Schools of the Home Mission Board of the Southern Baptist Convention. His permanent address is Asheville, N. C.

Dr. Thurman D. Kitchin (1902-'05), formerly of Lumberton, N. C., is now practicing medicine at Scotland Neck, N. C.

Rev. Dr. J. L. White (B.A., 1886), is pastor of the Vinville Baptist Church, Macon, Ga.

Rev. Dr. S. J. Porter (M.A., 1893) is pastor of the First Baptist Church, San Antonio, Texas.

Mr. J. M. Broughton, Jr. (B.A., 1910), has formed a copartnership with Mr. Walter Clark, Jr., under the firm name of Clark & Broughton, for the general practice of law at Raleigh, N. C.

Mr. E. Delke Pearce (M.A., 1904), is district agent of the Mutual Benefit Insurance Company, with headquarters at Newberry, S. C.

Mr. David H. Bland (B.A., 1905), has been elected Judge of the County Court for Wayne County.

Rev. C. D. Creasman (B.A., 1903), is pastor of the Grace Street Baptist Church, Nashville, Tenn. The members of that church have recently completed the erection of a handsome new edifice.

Professor R. L. Paschal (B.A., 1891), Principal of the Fort Worth, Texas, High School, has been recently elected President of the State Teachers' Association of Texas. Professor Paschal has the distinction of being the first man,

not a Superintendent, to be elected to that important position.

Mr. W. Horace Stillwell (B.A., 1897) is Secretary and Treasurer of The Chatham Real Estate and Investment Company of Savannah, Ga.

Professor J. T. Alderman (B.A., 1880), Superintendent of the Public Schools of Henderson, N. C., has been elected Grand Master of the Grand Lodge of Masons of North Carolina.

Mr. J. Wilbur Bunn, of Raleigh, N. C. (LL.B., 1907), was married to Miss Maude Davis, of Winston-Salem, N. C., on December 22, 1913.

Mr. A. B. Combs (B.A., 1910), was united in marriage to Miss Florence Bell Sawyer, of Belcross, N. C., on December 22, 1913.

Mr. Roland Sawyer (B.A., 1913), was married to Miss Rosa Jackson, both of Elizabeth City, N. C., on December 15, 1913.

Mr. Thos. M. Arrington, Jr. (1909-1912), of Rocky Mount, N. C., was married to Miss Hallie Powers, of Wake Forest, on November 5, 1913.

The Wake Forest Alumni Association of South Carolina, held its second annual meeting at Columbia on November 29, 1913. The exercises were preceded by a banquet at the Colonia Hotel. Among those present who made short talks were C. J. Gasque, John W. LeGrand, Rev. A. E. C. Pittman, T. M. Seawell, D. A. Tedder, E. D. Pearce, Barrett Jones, Tom Daniels, John D. Carroll, and W. P. Etchison. President A. J. Bethea (B.A., 1902, M.A., 1904) introduced Dr. W. L. Poteat, who made the principal address of the occasion. He was followed by Lieut. Gov. Charles A. Smith (B.A., 1882). Enthusiasm and loyalty to the College were evident in all that was said and done.

The *London Daily Chronicle* of January 10 contains a graphic column of comment and description of a service in the great Westminster Bridge Road church, where Dr. Len. G. Broughton (1881-'84) is pastor. The writer speaks of the crowd filling the vast area come to hear more than a prayer or two or a few hymns. "It was the minister up there in the pulpit—a tall, lithe, spectacled man of middle-age, with grizzled wavy hair, rather long and bushy at the back, in plain dark clothes, whom you would probably put down as a lawyer or a doctor if you saw him in the streets." By way of illustration there were "apt stories and personal experiences told in an easy, colloquial way which is very attractive, but needs voice, gesture and action to give their full effect."

The thirty-sixth anniversary of the pastorate of Dr. H. A. Brown (1868-1871), with the First Baptist Church of Winston-Salem, was celebrated in December last. In speaking of this occasion the *Winston Sentinel* of December 9, says:

"Dr. Brown's first pastorate was at Sandy Ridge, Stokes County, and his first work with that church organization was shortly after he entered the field. He came to this city from Fayetteville in 1877, and preached his first sermon as pastor of the church here on the second Sunday in December of that year. The organization at that time was small, both in finances and in members, and again the work of construction was assumed by this devout man. How he has won the esteem of the community, how well he has marshaled a force of never-tiring workers for the advancement of the cause of the Master is shown in the establishment and nurturing of mission work in the city until today there is a Baptist church in every section of Winston-Salem. During his pastorate here, and very largely as the result of the influence and untiring efforts of Dr. Brown, who has always been accorded the support of his congregation, six independent churches have been organized. The first work started was that at Broad Street, which developed steadily, in spite of

the many obstacles that marked its early struggles until it outgrew the original building, and it was most fitting that this congregation set about to erect the handsome memorial building which is known as Brown Memorial Baptist Church, on the corner of West Fourth and Spring streets. There have followed in rapid succession the churches in Salem, in Waughtown, in North Winston, in East Winston, and at Chatham Heights—every spire standing as a memorial to Dr. Brown, who largely directed the work of the denomination in this city and section. Dr. Brown has so woven himself into the life of the city that he is truly 'Brother Brown' to every man, woman and child in Winston-Salem, and the *Sentinel* joins in the wish that he may be spared to lead the work for many years to come."

Rev. Joseph Paul Bowers (B.A., 1899), died in Raleigh April 25, after an operation for appendicitis. He was about forty years of age and was pastor of the Baptist Church at Jackson, N. C. He is survived by Mrs. Bowers and three little daughters.

Rev. Rufus Washington Weaver (M.A., 1893), D.D., pastor of the Immanuel Baptist Church, Nashville, Tenn., published in 1913, through the Fleming H. Revell Company "The Religious Development of the Child, an Evangelical Study from the Scientific View-point." The chapter headings will indicate the course of the discussion: "The Modern World and the Religion of the Child," "The Churches and the Child," "The Psychology of the Child," "The Science of Conversion," "The Religion of the Child," "The Institution and the Child," "The Teachers of the Child," "The Religious Nature of the Child." The general thesis of the volume is that the fullest self-realization is unattainable except through conversion. Dr. Weaver has heretofore published "The History of the Doctrine of Inspiration in the Eighth Century B. C." He is now engaged upon another work, which he promises shortly, "The Psychological Bases of Christian Faith."

Record

The special committee appointed by the Board of Trustees to have charge of the extension of the water system met at the College December 26, and voted to erect a 30,000 gallon steel tank upon a 75-foot steel tower near the pump house at the bottom of the Campus. It is understood that the construction will begin at once. The committee consists of Mr. R. E. Royall, Mr. C. J. Hunter, and Mr. T. H. Briggs.

The Faculty upon request of the student body extended the Christmas holiday announced in the catalogue—December 19-30—to January 5.

On November 4 Mr. Richard H. Edmonds, editor of the *Manufacturers' Record*, of Baltimore, lectured on the business development of the South.

Dr. J. B. Gambrell of Dallas, Texas, gave three lectures in the College course as follows: "Scouting in the Confederate Army," December 4; "Before and After the War," December 5; "The New Statesmanship," December 6. At chapel on the 5th he spoke on "The Just Tolerable Man," and on Sunday the 7th he preached a sermon on the text, "Not slothful in business, fervent in spirit, serving the Lord."

Miss Iola Temple, head nurse of the College Hospital, left the College on January 15 on leave of absence for the spring term. Miss Xanie Stowe, of the Rex Hospital staff, is in charge. As the *Bulletin* goes to press it is learned that Miss Temple was married to Rev. J. A. Mason (B. L. 1892), of Hendersonville, North Carolina, January 28.

The Basketball team opened its spring campaign with a most flattering outlook. At Wake Forest on January 13, it

defeated the University of South Carolina team by a score of 58 to 10; on January 16 it defeated the Elon College team by a score of 16 to 15. The latter is considered one of the finest teams in the South.

5. On January 10 the DeKoven Male Quartette gave a concert in Memorial Hall.

The walls of the new College Dormitory are above the second story and the building will undoubtedly be ready for occupation at the opening of the Fall Term of 1914. It will accommodate 75 students and will cost some \$30,000. Its appointments will be in all respects modern and up-to-date. Architecturally it will be one of the most satisfactory buildings of the Campus.

About ten members of the Law Class will apply for license before the Supreme Court of North Carolina Monday, February 1st.

On the College Lecture Course Mr. Frank Dixon (1881-'84), of Washington, D. C., lectured January 23, on "The Square Deal," and January 24 on "The Constitution an Outworn Document." Sunday morning, January 25, he made an address on "The Abundant Life."

On October 17, 1913, the Literary Societies held their annual Junior-Sophomore Debate, with the following program:

DEBATE, 7:30 P. M.

A. Y. ARLEDGE, EU., *President*.

A. J. FERREE, PHI., *Secretary*.

Query: Resolved that the Closed Shop System is detrimental to the best interests of the American people.

AFFIRMATIVE.—John M. Gatling, Eu., Bertie County; Carey J. Hunter, Jr., Phi., Wake County.

NEGATIVE.—A. Lee Carlton, Phi., Duplin County; J. Baird Edwards, Eu., Madison County.

MARSHALS.

LEON F. BRASSFIELD, Chief, Eu.....	Wake County
CAREY C. WARD, Eu.....	Perquiman County
O. G. TILLMAN, Eu.....	Florida
H. H. CUTHRELL, Chief, Phi.....	Forsyth County
J. C. POWELL, Phi.....	Duplin County
J. E. CARLYLE, Phi.....	Wake County

The judges decided in favor of the affirmative.

Dr. Reed, of the Carnegie Foundation for the Advancement of Teaching, visited the College January 27 and 28 in the course of his investigation of the Schools of Law in the United States. His report, somewhat upon the lines of Mr. Flexner's report of the Schools of Medicine, will be published later by the Foundation.

The College Glee Club and Orchestra, Dr. Hubert Poteat, Director, in spite of bad weather at several places, made a successful trip on the following itinerary: Durham, October 24; Winston-Salem, October 25; Asheville, October 27; Marion, October 28; Lenoir, October 29; Statesville, October 30; Lexington, October 31; Thomasville, November 1.

The members of the debating team selected for the Easter Monday debate with Davidson College are Messrs. E. P. Yates, Phi.; J. M. Pritchard, Eu., and J. P. Mull, Eu., alternate. The question for debate is: "*Resolved*, That all elective public officers in North Carolina should be nominated by a direct primary, modeled after the Wisconsin system, rather than by the convention plan." Wake Forest will defend the negative.

The team chosen to debate Baylor University in Macon on Easter Monday night are Messrs. J. C. McCourry, Eu.; C. J. Hunter, Phi., and W. R. Chambers, Phi., alternate. The question for debate is: "*Resolved*, That the United States Government should retain its present forest and min-

eral possessions." Wake Forest has chosen to defend the negative. It will be remembered that this debate is the last of the series, each college having won one debate.

The Baptist State Convention of North Carolina, after receiving the report of the Board of Trustees of Wake Forest College, in which it was recommended that the Convention adopt Christian Education as one of the objects of the regular contributions of the churches, voted affirmatively upon that recommendation, and appointed a committee of five schoolmen and five pastors to propose to the Convention at its next session a satisfactory plan for making this action effective. The committee consists of the following: W. L. Poteat, R. T. Vann, G. E. Lineberry, C. M. Beach, R. L. Moore, C. E. Maddry, W. C. Barrett, J. J. Hurt, C. W. Scarborough, and J. S. Snyder.

Announcements

The seventy-ninth anniversary of the Euzelian and Philomathesian Societies will be celebrated on the 13th of February. The question for the public debate at 2:30 p. m. is: "*Resolved*, That the provision of the Panama Canal act exempting the coastwise shipping of the United States from the payment of tolls should be repealed." The affirmative will be maintained by Mr. A. O. Dickens, Phi., and Mr. J. C. McCourry, Eu.; the negative by Mr. W. W. Walker, Eu., and Mr. R. H. Taylor, Phi. The President of the debate is Mr. W. R. Chambers, Phi.; the Secretary, Mr. R. B. Green, Eu. At 8:00 p. m. the Society orations will be delivered by Mr. D. M. Johnson, Phi., on "The Conservation of the Home," and Mr. G. C. Pennell, Eu., on "The Menace of Privilege."

The College community is to enjoy again the performance of the Coburn Players, who appeared here last May. They will present "Taming of the Shrew" Friday night, May 8; "As You Like It," on the afternoon of Saturday, May 9, and "The Merchant of Venice," on Saturday night, May 9. The weather permitting the performances will be in the College Campus.

At the next Commencement the twentieth anniversary of the opening of the Wake Forest School of Law will be recognized, and it is expected that an unusually large number of the old students of the College will be in attendance, the lawyers in strong force. A special committee will make later announcement on the subject of lodgings.

His Excellency, Governor Simeon E. Baldwin, of Connecticut, will make the annual address at Commencement, May 21. Governor Baldwin is one of the distinguished

lawyers and publicists of the country. He bears the honorary degrees of Harvard and Columbia, and has been professor of Constitutional and International Law in Yale since 1872. For seven years he was a member of the Supreme Court of Connecticut, chief justice for the last three years of that period. He has already served one term as Governor of his State, and is but just beginning a second term. He has been President of the American Bar Association, of the American Social Science Association, of the American Historical Association, of the American Political Science Association, and of the Association of American Law Schools. Among the books of which he is the author may be mentioned "Baldwin's Cases on Railroad Law," 1896; "Modern Political Institutions," 1898; "Two Centuries' Growth of American Law," 1901; "American Judiciary," 1905, and "Education For Citizenship," 1912.

The following order of exercises for the next Commencement has been adopted by the Faculty:

SUNDAY, MAY 17.

11:00 a. m. Sermon by the College Pastor.

8:30 p. m. Baccalaureate Address by the President of the College.

WEDNESDAY, MAY 20.

8:30 p. m. Baccalaureate Sermon.

THURSDAY, MAY 21.

10:30 a. m. Literary Address; Twentieth Anniversary Exercises of the School of Law.

3:30 p. m. Class Day Exercises.

5:00 p. m. Open Air Concert by Band.

8:30 p. m. Alumni Address; Business Meeting of Alumni Association.

9:30 p. m. Senior Class Reception.

FRIDAY, MAY 22.

10:30 a. m. Presentation of Medals by President Poteat.

11:00 a. m. Graduating Exercises.

It will be observed that the general reception heretofore coming on Friday night will be omitted, the Senior class reception on Thursday night taking its place.

